2008 Annual School Report
Ourimbah Public School

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

Students

Our enrolment during 2008 was 484, including 266 boys and 218 girls.

On average 95.6 percent of students attended school each school day. This was higher than the daily attendance in 2007 and higher than both state and regional numbers.

In 2008 we had 19 classes which included 3 composite classes.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>68</td>
</tr>
<tr>
<td>Year 1</td>
<td>78</td>
</tr>
<tr>
<td>Year 2</td>
<td>62</td>
</tr>
<tr>
<td>Year 3</td>
<td>68</td>
</tr>
<tr>
<td>Year 4</td>
<td>68</td>
</tr>
<tr>
<td>Year 5</td>
<td>69</td>
</tr>
<tr>
<td>Year 6</td>
<td>72</td>
</tr>
</tbody>
</table>

(Details are provided in the report)

Staff

We had 28 members of staff in 2008. This included one principal, five executive staff, 14 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 and a half days a week and a full time librarian. Two teachers support our Relief from Face to Face program. Our deputy principal took up a Principal position at the beginning of 2008. The deputy principal position has been shared between two of our assistant principals throughout the year. The deputy principal's class was taught by a temporary teacher. One teacher accepted a transfer during the year and this position was filled by a temporary teacher. One teacher has been on leave for Semester 2 and this position has been filled by a temporary teacher. Ourimbah has two full time and two part time Administrative staff and a full time General Assistant who support our school.

All teaching staff meet the professional requirements for teaching in NSW public schools.
Student achievement in 2008

Literacy – NAPLAN Year 3
In Year 3 our school scored above the state and had fewer students than the state in the lowest three bands. We had 55% of students were in the top two bands.

Numeracy – NAPLAN Year 3
In Year 3 our numeracy results were above the state scores. There were 55% of students in the top two bands and fewer than the state in the lowest three bands.

Literacy – NAPLAN Year 5
In Year 5 we had 33% of students in the top two bands which was slightly above the state average. We had 36% of students in the lowest three bands, which was slightly below the state average.

Numeracy – NAPLAN Year 5
In Year 5 we had 37% of students in the top two bands which was slightly above the state average. We had 39% of students in the lowest three bands which was slightly below the state average.

Messages

Principal's message
Our 2008 learning year has seen many initiatives which continue to build upon the strong foundations of Ourimbah Public School.

Maintaining high expectations of student performance and behaviour combine with positive student welfare programs to encourage all students to achieve their best.

Student achievement and effort is acknowledged and celebrated through class and whole school programs. The success of these strategies can clearly be seen in improved learning outcomes for our students in so many areas.

We value the strong partnerships that exist with parents our community and the school P&C Association.

The P&C has enhanced Teaching and Learning for our students throughout the year with funds to support learning programs, purchase resources, new technology and the replacement of the soft-fall for our playground equipment.

I acknowledge the generosity of effort throughout the year from all parents in supporting fund raising, working bees, classrooms, nitbusters, school banking, transporting students, discos, stalls, school promotion, canteen and many other activities.

The strong partnerships that exist at Ourimbah were highlighted by our successful fete. The fete committee, P&C executive and members, other parent volunteers and teachers all contributed to a family-friendly day.

Ourimbah Public School is a proud member of the Valley Schools Learning Community. The partnership of nine local primary and high schools has provided quality learning and transition opportunities for the past three years. This year’s Creative Arts Festival was an outstanding event.

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
Ourimbah P&C message

Collaboration and communication have been the driving forces resulting in the success of the Ourimbah Public School P&C this year. Support for students and the school has continued through many programs and projects.

- Nibusters continues turning heads
- Clothing pool—a very successful year
- P&C maintains our Rainforest Project
- Parent Auxiliary supports school programs
- P&C Canteen managers and volunteers continue to provide an excellent service delivering healthy food and drinks to our families.
- Fundraising supported with two fun discos, a beautiful Mother’s Day stall and an astounding effort by all with this year’s fete. The extraordinary community support with the number and generosity of donations reflects incredible dedication on the part of those approaching businesses, as well as businesses’ regard for our school.
- The opening of the new multipurpose room, providing extended educational activities and quality after hours school care.

Local public education is so obviously valued.

A challenge lies ahead for all who are in voluntary positions to encourage more volunteers.

Beth Bolte (President)
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.

Enrolments have been decreasing over the last few years to 482 at the end of 2008. During these years the school has been losing large senior groups with smaller Kindergarten groups starting.

Many families have moved away from the area and the Department of Education policy restricts out of area enrolments.

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 2008 class size audit conducted on Tuesday 25 March, 2008.

<table>
<thead>
<tr>
<th>Class Sizes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roll Class</td>
</tr>
<tr>
<td>1M</td>
</tr>
<tr>
<td>1J</td>
</tr>
<tr>
<td>1G</td>
</tr>
<tr>
<td>2-3P</td>
</tr>
<tr>
<td>2-3P</td>
</tr>
<tr>
<td>2A</td>
</tr>
<tr>
<td>2M</td>
</tr>
<tr>
<td>3B</td>
</tr>
<tr>
<td>3F</td>
</tr>
<tr>
<td>4-5H</td>
</tr>
<tr>
<td>4-5H</td>
</tr>
<tr>
<td>4E</td>
</tr>
<tr>
<td>4M</td>
</tr>
<tr>
<td>5-6F</td>
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<tr>
<td>5-6F</td>
</tr>
<tr>
<td>5E</td>
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<tr>
<td>6C</td>
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<td>6E</td>
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<tr>
<td>K-1D</td>
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<tr>
<td>K-1D</td>
</tr>
<tr>
<td>KB</td>
</tr>
<tr>
<td>KM</td>
</tr>
<tr>
<td>KW</td>
</tr>
</tbody>
</table>

Staff information

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

In 2008, the school had one non-teaching principal, 14 teaching positions and four teaching assistant principals. Ourimbah Public School has a full time librarian. Our Relief from Face-to-Face component was filled by staff with expertise in music, dance, science and library.

The majority of our staff are very experienced with most staff members in non-promotional positions having 10 or more years of teaching experience. During 2008 three teachers with less than 5 years experience were employed as Temporary teachers to replace leave positions.
The staff was supported by a Senior Administrative Manager in addition to one full time and two part time School Administrative Officers and a part time library assistant. Our school was supported by a full time General Assistant.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>14</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.4</td>
</tr>
<tr>
<td>Early Support Teacher</td>
<td>.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.35</td>
</tr>
<tr>
<td>Primary Part-Time</td>
<td>.8</td>
</tr>
<tr>
<td>RFF</td>
<td>0.798</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22.998</td>
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</table>

Staff retention

During 2008 the Deputy Principal’s position was under review due to the reduction in the school enrolment numbers. The deputy principal’s duties were shared between two assistant principals throughout the year as the deputy principal accepted a Principal position. The class teaching role was undertaken by a temporary teacher. The Deputy Principal’s position has been abolished for 2009. One teacher accepted a transfer and was replaced with a temporary teacher. This teaching position will not be replaced for 2009. One teacher took leave for the second semester and was replaced by a temporary teacher.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the DET, was 96.1%.

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>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>96.5</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>3.5</td>
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Financial summary

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

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Date of financial summary: 30/11/2008

Income

<table>
<thead>
<tr>
<th>Source</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>202 320.42</td>
</tr>
<tr>
<td>Global funds</td>
<td>193 808.76</td>
</tr>
<tr>
<td>Tied funds</td>
<td>129 464.46</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>133 909.95</td>
</tr>
<tr>
<td>Interest</td>
<td>13 479.89</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>43 672.40</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>716 655.88</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>27 643.16</td>
</tr>
<tr>
<td>Excursions</td>
<td>63 954.58</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>20 715.48</td>
</tr>
<tr>
<td>Library</td>
<td>11 922.73</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3 546.47</td>
</tr>
<tr>
<td>Tied funds</td>
<td>202 704.02</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>74 418.06</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>72 198.81</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>34 735.26</td>
</tr>
<tr>
<td>Maintenance</td>
<td>10 168.10</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>42 220.83</td>
</tr>
<tr>
<td>Capital programs</td>
<td>12 611.36</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>576 838.86</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>139 817.02</td>
</tr>
</tbody>
</table>
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Please note that the balance carried forward includes unpaid salaries, tied grants, unpaid orders and trust funds.

A full copy of the school’s 2008 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 2008

Achievements

Ourimbah Public School provided a range of creative and performing arts opportunities throughout 2008. Students participated in the following activities:

- Performance opportunities in school assemblies and in class programs of music and dance.
- Weekly music and dance lessons were provided to junior classes.
- Instrumental tuition was available for students enrolled in the school band program.
- Our bands have regular rehearsals and perform at many school and community events. These included the Flora Festival, Remembrance Day at the RSL, the opening of the multipurpose building, the school fete, for our partner Pre-Schools and at the Valley Schools Arts Festival.
- Junior and senior choirs also performed at school and community events. Our senior choir in particular, under the direction of Mrs Borrow Jones, is well known for its outstanding performances. These included our formal assemblies, community events including the RSL, the Opera House Choral Festival and the Valley Schools Festival.
- Extension activities and opportunities in Creative Arts were offered to gifted students at school and at external camps.
- Our talented artists, musicians and public speakers exhibited and /or performed their work at our annual Showcase evening.

Sport

Ourimbah is a high performing sporting school. Our students are positively engaged in a wide variety of sport at various levels. All our students are to be commended for their enthusiastic participation in school sport, gala sports days, coaching clinics, annual carnivals, representation in regional, state and Australian competitions and NSW PSSA state knockout events.

Our students’ sporting attitude and behaviour have been commended wherever they compete.

The support and encouragement they give to each other is outstanding.

All 2008 teams competing in the NSW State knockout events progressed to the highest level for Ourimbah in many years.

- Boys softball -round 7
- Boys soccer - round 5
- Boys touch - round 5
- Girls netball – round 4

Ourimbah attended all Brisbane Water Zone carnivals with many placegetters throughout the events. Overall results placed the school in the top six on point score in most carnivals.

Several students had outstanding personal achievements through 2008.

- **Brennan Fussell** – NSW representative in football. Competed in the Australian Sports exchange in Victoria and represented in the Sydney North Regional team at NSW Championships for cross country, athletics and football.
- **Chelsea Powe** - Represented in the Sydney North Regional team at NSW Championships in basketball
- **Riley Edwards** - Represented in the Sydney North Regional team at NSW Championships in touch football.
Supporting Students

Ourimbah Public School supported student learning needs with a number of programs throughout 2008.

Learning Support

In 2008 the Learning Support Team (LST) continued to meet weekly to plan for and support students needing assistance. The LST members were the coordinator, school counsellor, school principal, Support Teacher Learning Assistance (STLA) and Early School Support (ESS) teacher. Other personnel, as required, were involved in LST meetings.

Over the year the number of referrals from either parents or teachers covered a range of concerns. Reasons for referrals included learning difficulties, vision or hearing impairment, language delay, behavioural difficulties or problems with social interactions.

After referral a plan was formulated to support each student, using the available school, district, regional and state personnel and resources. In many cases an Individualised Learning Plan was developed.

The successful operation of the LST has been vital in improving outcomes for our students. Procedures are being continually refined to ensure the needs of all students are met to the best of our ability.

Mr Tony Formby, LST Coordinator

Our Support Teacher Learning Assistance (STLA) supported students across the school through group and individual programs in literacy and numeracy.

The Early School Support teacher supported those students from Kindergarten to Year 2 identified with mild intellectual disabilities.

Our programs provided a rich variety of opportunities in: science; mathematics; creative and practical arts; University and academic competitions; sports programs; workshops; competitions and classroom extension opportunities.

The school Swimming Program assisted Year 2 students to develop fundamental swimming skills.

Our whole school Fundamental Movement Skills program assisted students in developing skills in sports and fitness.

Life Education

The Life Education Van and Healthy Harold have been visiting Ourimbah Public School for many years. The Life Education Foundation offers a series of programs tailored to support the outcomes of the Physical Education, Personal Development and Health syllabus.

The lessons are interactive, motivational and highly enjoyed by our students. Follow-up to each lesson is provided with workbook activities.

Some topics covered in each grade include:

Kindergarten- Healthy eating, safety in public places and the main internal body parts.

Year 1- Local environmental issues and health issues including pollution and passive smoking.

Year 2- Peer pressure, safety with medicines and appropriate remedies for illnesses.

Year 3- Bullying and expressing emotions, healthy food choices and active life-styles.

Year 4- Expectations we have of friends and family and effective communication.

Year 5- Effects of smoking and laws governing the sale and advertising of tobacco products.

Year 6- Issues, laws and research concerning the consumption of alcohol.
Our Library.

Ourimbah Public School Library has had a successful year in 2008. We have added new resources with an approximate value of $11000. Our budget allowed expenditure of $5370 with the remainder made up of donations from our school community involvement in “Scholastic Book club” and purchases by Key Learning Area 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 our strengths with programs and processes that support teaching and learning.

Units of work are supported through library resources and a high level of borrowing by students has continued throughout the year.

This year we continued the “Ourimbah Reading Challenge”. Seventy children completed the challenge which is an increase of nearly 100% on 2007.

All classes had a library lesson each week which included literature appreciation and developing information skills.

Our school management system was changed over to OASIS Thin Client at the end of 2007 and this has improved the speed and reliability of library computer services.

Mr Ian Driver, Librarian

Transition to High School

Ourimbah Public School worked in partnership with Lisarow High School to ensure the smooth transition of our Year 6 students into Year 7 for 2009.

Our students participated in a two day workshop at Lisarow High school. They enjoyed the range of experiences on the Big Days Out. Other components of the program included:

The Valley Schools Learning Community Drug Education forum in July which involved all our Stage 3 students and Stage 4 High School mentors in a number of activities throughout the day.

The Rock and Water Program implemented by High School teachers engaged a group of Year 6 students in activities which aimed at building resilience in the participants.

Our students were given the opportunity through the mentoring program to visit Lisarow High School over four weeks to further support their transition into Year 7.

Visiting High School staff provided information and answered students’ questions during these sessions. This helped to build bonds and confidence in our students as they progressed through the transition process.

The formal Orientation Day visit to Lisarow High School in December for all students enrolled to attend in 2009 was the culmination of a successful transition to High School process.

At all times the Year 6 teachers were aware of the needs of our students in this process. Of prime importance was having our students thinking positively and confidently about their entry into High School in 2009.
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)

Literacy – NAPLAN Year 3

Our Year 3 NAPLAN reading results show 9% of students in the lowest two bands compared to 16% of students across the state.

In the two top bands we had 51% of students compared to 47.9% of all students in the state.

Our Year 3 NAPLAN writing results show 4% of students in the lowest two bands compared to 7% of students across the state.

In the two top bands we had 67% of students compared to 54% of all students in the state.
Our Year 3 NAPLAN grammar and punctuation results show 5% of students in the lowest two bands compared to 13% of students across the state.

In the two top bands we had 49% of students compared to 43% of all students in the state.

Our Year 3 NAPLAN spelling results show 3% of students in the lowest two bands compared to 12% of students across the state.

In the two top bands we had 49% of students compared to 56% of all students in the state.

This indicated a need to focus on moving students in the middle bands further towards the top.
Our Year 5 NAPLAN reading results show 14% of students in the lowest two bands compared to 19% of students across the state.

In the two top bands we had 36% of students compared to 33% of all students in the state.

Our Year 5 NAPLAN writing results show 12% of students in the lowest two bands compared to 15% of students across the state.

In the two top bands we had 32% of students compared to 30% of all students in the state.
Our Year 5 NAPLAN spelling results show 13% of students in the lowest two bands compared to 16% of students across the state.

In the two top bands we had 36% of students compared to 37% of all students in the state.

Our Year 5 NAPLAN grammar and punctuation results show 12% of students in the lowest two bands compared to 15% of students across the state.

In the two top bands we had 39% of students compared to 36% of all students in the state.

Average progress for our students in writing was below the state average.

This will be a focus area for our school in 2009.
Numeracy – NAPLAN Year 3

Our Year 3 NAPLAN numeracy results show 3% of students in the lowest two bands compared to 11% of students across the state. In the two top bands we had 55% of students compared to 40% of all students in the state.

Numeracy – NAPLAN Year 5

Our Year 5 NAPLAN numeracy results show 15% of students in the lowest two bands compared to 26% of students across the state. In the two top bands we had 27% of students compared to 30% of all students in the state.

Progress in numeracy

Average progress for our students in reading was above that for students across the state.
Minimum standard
The Commonwealth Government sets minimum standards for reading, writing, spelling, grammar, punctuation, 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 2008**

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>99</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

**Aboriginal education**

Ourimbah Public School addresses Aboriginal education through class units of work with perspectives about Aboriginal culture, history, art and music.

Aboriginal perspectives are included in units of work in each stage. Significant Aboriginal days have been celebrated through special assemblies. Students acknowledge country at all official assemblies.

Our Reconciliation Bush Tucker Garden project was completed in 2008. Funds for this project were raised by grants from Wyong Shire Council, the NSW Environmental Trust and the Australia Post Junior Landcare Grants Program. Our Aboriginal and Year 4 and 5 students worked closely with our environmental consultant who managed the project. This project helped raise awareness of our school environment and the importance of sustainability. Students will continue to maintain the garden. All indigenous 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 and the Valley Schools Learning Community support these planning days and other Aboriginal initiatives throughout the year.

**Respect and responsibility**

The nine core values of the NSW DET have been incorporated and are in line with our student welfare policy and procedures. The values have also been highlighted in our school newsletters. Each class has the core values displayed in their rooms and teachers work with students to identify behaviours which demonstrate these values.

Respect and responsibility are the foundation values in our behaviour management strategies.

The Peer Support Program has been implemented successfully for a number of years. The Peer Support Program reinforces and promotes our core values of respect and responsibility.

**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.

For many years Ourimbah has been host to a number of overseas students. These visits are highly successful for both our visiting Korean students and for our own students.

Senior students continue to be involved in the RSL's letters project to overseas service men and women. Students have valued this activity, developing a greater understanding of other cultures and the challenges these men and women write about.
Connected Classrooms

The State Government’s Connected Classroom program has provided our school with an interactive whiteboard and video-conferencing facilities. It has also increased bandwidth, speed, security and reliability for the DET wide area network and given all students their own on line workspace.

Our school now has three classrooms which have interactive whiteboards installed. Our teachers have been professionally generous in sharing these facilities with other classes and students. Both teachers and students are developing knowledge and skills with these new technologies.

Progress on 2008 targets
Priority Area- Writing

EXPECTED OUTCOME

Improved knowledge, understanding and skill in sentence construction, paragraphing and grammar.

Target 1
To decrease the percentage of Year 3 students in Bands 1&2 to 10%. It is currently 15.6%

Target 2
To increase the percentage of Year 3 students in Bands 4&5 to 48%. It is currently 43.8%

Our achievements included:
- Both NAPLAN test data and a variety of school assessment data were used to analyse student learning needs and plan developed to address identified needs.
- Teaching programs were developed in stages to address writing components

Student achievement in writing for both Year 3 and Year 5 require further development in the elements of cohesion, pronouns, sentence construction and purpose.

In 2009, a school focus will be improvement in achievement for students in the middle bands.

Priority Area- Creative and Practical Arts

EXPECTED OUTCOME

Improved knowledge, understanding and skills in Creative and Practical Arts strands for all students and teachers.

Target 1
To improve student learning outcomes through Quality Teaching practices in music, dance, visual arts and drama.

Our achievements included:
- Teaching and learning programs incorporated activities in each strand of the Creative Arts Syllabus
- Term two School Development Day provided teachers with professional workshops in drama, music, dance and visual arts.
- A specialist music/dance teacher provided support for Stage 2&3 through team teaching.
- Students demonstrated high level of engagement, knowledge and skills in these areas.
Priority Area

Information Communication Technology

EXPECTED OUTCOME

To increase awareness, knowledge and skills in Information Communication Technology for all students.

Target 1

To improve student learning outcomes through the use of Information Communication Technology (ICT) in Quality Teaching practices.

Our achievements included:
- Increased engagement of teachers using technology to support Teaching and Learning programs.
- Three interactive whiteboards shared across stage groups, providing collegial support and increased access for students.
- Connected Classroom program providing video conferencing facilities and professional support and training.

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 2008 our school carried out evaluations of the Learning Support Team and Writing.

Educational and management practice

The education practice of our Learning Support Team (LST) was examined in order to identify the processes that were most effective in supporting the learning needs of our students.

Background

Our aim is to identify ways in which the Learning Support Team can effectively support the needs of students.

We surveyed all teachers and many parents whose children had been referred to the LST.

Findings and Conclusions

The majority of teachers had referred students to the Learning Support Team throughout the year.

The majority of these referrals were for learning difficulties, then behavioural and emotional concerns.

Teachers identified many processes which supported the students’ needs. These included:
- Counsellor assessment and reports
- Support from Support Teacher Learning Assistance (STLA)
- Professional sharing and teacher discussions
- Outside agency and specialist information and interventions

Other helpful strategies were suggested such as:
- speech assessments and strategies
- support from Area office consultants and behaviour management itinerant teachers
- social skills training programs
- developing productive partnerships with parents

The majority of parents were aware that their child was experiencing difficulty and that a referral to the Learning Support Team had been made. Only 30% of parents attended the meetings. The majority of meetings were opportunities for the team to identify strategies and programs to support the students.

Parent responses indicated that while some communication proved very helpful, including teacher and counsellor feedback, there was confusion about the role of the LST and a need for more effective follow up communication.

Future Direction

Our future directions need to ensure that our processes and procedures work in partnership with parents when supporting student’s academic, behavioural, emotional, social and physical needs. Parents and caregivers need to be better informed through effective communication when LST referrals are activated.

Curriculum - Writing

Background

Strengthening our Teaching and Learning in the area of writing will be a priority area for 2009. This need has been identified through assessment data.

Our survey investigated the knowledge, understandings and attitudes towards writing of students, teachers and parents.

Findings and conclusions -Parents

- 71% of parents Strongly Agree or Agree they are well informed about writing
- 64% Agree they were provided with useful reports
- 82% Strongly Agree that their child enjoys writing
- The majority of parents Strongly Agree that children are developing new skills. They understand how it is taught and are confident in assisting at home.
Teachers
- Greater than 95% of staff are confident in teaching guided writing, incorporating modelled writing, spelling, grammar, punctuation and editing and they set high standards.
- Results indicate that the areas of the language demands of text types and the incorporation of computer strategies need further professional development.

Students
All students surveyed Strongly Agree and Agree that learning to write and spell is important. 75% of students enjoy writing, 78% enjoy spelling and 79% like computers for writing.

Future directions
We need to further develop strategies to better inform parents about writing and the processes involved.

We need to address the needs of all students in the area of writing by engaging them in relevant activities.

Reports need to provide useful information about writing. Writing, and in particular text types and computer writing, will be a focus during 2009.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, about the school. Their responses are presented below.

All parents surveyed believe that our school Almost Always or Usually knows the community it serves.

Responses indicated that the majority believe that school leaders Almost Always have a positive influence on school culture.

The majority of responses indicated that students are the school's main concern.

Over 70% of responses indicated that the school was catering for the learning needs of all students.

Future directions need to ensure that we continue to strengthen our positive practices and respond to individual student needs as they are continually identified.

Professional learning
All teachers participate in three School Development Days (SDD) a year. These days are opportunities for schools to address the identified priorities of the school. These priorities are based on the learning needs of our students. In 2008 we focused on Creative and Practical Arts. The majority of teachers have accessed professional learning through courses, workshops, collaborative planning and assessing. Regular after hours meetings have also been supported by Professional Learning funds.

Mandatory training in Emergency Care, CPR, Child Protection, and Anaphylaxis has been supported by Professional Learning funds.

The majority of funds supported the areas of syllabus implementation, career and welfare. The total spent on Professional Learning at the end of November was approximately $13,000. These funds are allocated to the school as a tied grant. These funds also supported the induction of three new teachers.

Support and administration staff accessed Training and Development opportunities throughout the year. Our Administration Officer continued a traineeship and others attended various courses, including Chemical Safety, Library and Email training and attended network meetings.
Priority Area: Improved teaching and learning in mathematics for all students.

Targets for 2009
- 65% of students to reach expected minimum growth in 2009. Currently it is 53%
- 50% Years 3&5 students in highest 2 bands

Strategies to achieve this target include:
- Using school based and national data to analyse student learning needs and to inform planning.
- Incorporating Quality Teaching strategies, problem solving and working mathematically metacognition strand in all stages, specifically focusing on thinking about thinking and how we learn
- Teaching strategies to accommodate the needs of GATs, STLA and Aboriginal students through curriculum differentiation, PLPs, ILPs and grouping.
- Planning for a variety of Professional Learning opportunities that address Quality Teaching, Working Mathematically and group/individual programs.
- Analyse data from Best Start to inform quality programs
- Analysis of data workshop- SDD Term 1, and continuing throughout 2009.

Our success will be measured by:
- Students demonstrating strategic processes to solve problems.
- Increased level of engagement in mathematics activities.
- CTJ incorporated throughout the year to inform teacher planning.
- Programs will incorporate consistent quality assessment embedded in the T/L cycle. School-based and external data will reflect increased student achievement.

Priority Area: Early Stage 1/ Stage 1
- Kindergarten teachers to implement Best Start supported by professional learning.
- 75% Kindergarten students to achieve Stage outcomes in Literacy and Numeracy.
- 75% Kindergarten students achieving Reading Level 6 (currently 73%)
- 75% Year 1 students achieving Reading Level 16 (currently 69%)
- 75% Year 2 students achieving Reading Level 26 (currently 54% with 73% at 23+)

Priority Area: Improved writing, grammar and spelling for all students.

Target
- 60% of students to reach expected minimum growth in 2009. Currently it is 42%
- 75% Year 3 students in highest 2 bands. Currently it is 67%
- 10% Year 3 students to move from band 5 to band 6- Currently 42% Y3 are in band 5.
- 10% Year 5 students to move from bands 6&7 to Bands 7&8- Currently 35% Y5 are in band 6
- 10% Year 5 students move from 5&6 to 7&8 in grammar and punctuation – Currently 48% in 5&6 and 39% in 7&8

Strategies to achieve this target include:
- Using school-based and national data to analyse student needs.
- Teacher professional learning in areas of writing to incorporate sharing current practice.
- Literacy session groups
- Planning and implementing T&L programs which focus on writing strategies to specifically address identified needs.
- Teaching and learning programs to incorporate scope and sequence of grammar, spelling, text types, sentence construction and criteria for assessment.
- STLA, GATs and Aboriginal student needs accommodated through differentiated curriculum, ILPs and PLPs

Our success will be measured by:
- School-based and external data reflecting increased student achievement.
- Increased student engagement in writing activities through relevant learning experiences that incorporate new technologies.
- Teaching programs which reflect explicit teaching of writing, spelling, grammar, text types and sentence structure.
- Continued application of QTF to assessment, programming and literacy curriculum delivery.

Analysis of data from Best Start to inform quality programs.
Strategies to achieve this target include:

- Develop and implement school action plans guided by State Literacy and Numeracy Plans.
- Implement Best Start program across all Kinder classes.
- Build capacity of Year 1 teachers through involvement in activities.
- Build teacher capacity and expertise in the diagnosis of student literacy and numeracy learning needs through Professional Learning/Networking and resources.
- Regional support and training in the use of explicit strategies in literacy and numeracy teaching.

Our success will be measured by:

- Students' literacy and numeracy achievement each Stage outcomes in 2009

Reading benchmarks of:

- Kinder- Level 6
- Year 1- Level 16
- Year 2-Level 26

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: