2009 Annual School Report
Shoal Bay Public School

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

Students

Shoal Bay Public School is a well established primary school on the Tomaree Peninsula. The school started the year with 295 students and enrolments rose to 310 students towards the end of the year.

Staff

Shoal Bay has an experienced staff set within extensive grounds with play facilities and a fitness track. The school's motto is *Excellence through Effort*. This is demonstrated through the school's academic programs as well as the wide range of sporting and creative arts activities that are offered throughout the year.

The school works closely with the other local public schools in the area, sharing support staff and professional development opportunities. After several leadership changes in the past few years the staff are working towards consolidating existing practices and introducing new initiatives to enhance students’ learning.

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

Significant programs and initiatives

- Formation of the Local Management Group of Public Schools at the Tomaree Local Community (TLC)
- Purchase of a smart board for the library
- Connected classroom installation
- Whole school musical
- A range of sporting events
- Two new classroom construction started
- A new school staff car park
- Professional learning for staff
- Continuation of the Rotary Reading Program

Student achievement in 2009

Literacy – NAPLAN Year 3

Year 3 students at Shoal Bay performed at or above state average in reading and spelling and in most cases exceeded previous achievement scores. Spelling and grammar and punctuation scores were slightly lower than the state. In all year 3 literacy areas the school scored higher than the Like Schools Group. Analysis of the data showed a bunching of students in Band 4.

Numeracy – NAPLAN Year 3

Year 3 students exceeded the state average for numeracy. Students scored higher than the Like Schools Group.

Literacy – NAPLAN Year 5

Year 5 students performed higher than the Like Schools Group but were slightly below the state average in all literacy areas.

Numeracy – NAPLAN Year 5

Year 5 students performed higher than the Like Schools Group but were slightly below the state average in numeracy.

Messages

Principal's message

I was appointed as principal to the school at the start of Term 2. I was immediately impressed with the friendliness and behaviour of the students, the enthusiasm of the staff and the cooperation of the parents.

Shoal Bay is a school where safe and happy environment has been created and this encourages and facilitates student learning and achievement for each individual student.

I have been delighted to see all the extra curricula events like the musical, the athletics carnival and the many and varied activities that students can participate in depending on their talents.

Student academic results were pleasing and staff have now set targets for improvement over the next three years.

I look forward to another successful year in 2010.

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.

Jill Ridgway
P&C Message
The P&C has had a very productive year for 2009 with over $15,000.00 donated to the school. We started the year with the finalisation of the two interchangeable basketball/netball rings and the T.V Aerial system for the classrooms.

We have also helped with the purchase of the Smart board in the library, comprehension reading materials and some new library shelving. Fortunately we started the year with a very healthy bank balance, but we have also managed to raise an enormous amount of funds from various activities held. Activities included the Walkathon, two student discos, Easter Raffle, Pie Drive, Lamington Drive and a Cake Stall.

The P&C is far more than a fundraising committee, it’s a forum where parents and staff can raise their concerns and have a voice on the way their school operates. We discuss matters that affect our children, and talk about ways in which to make our school a great place to be. It has been great to see many new faces attend meetings this year and we hope that continues for 2010.

The P&C also run the Canteen which is successfully managed by Shannon Newcombe who has been very proactive in keeping a high standard of service to the students and staff this year. Our uniform shop is also run by the P&C and is managed successfully by Alicia Karena in a voluntary position for which we are very grateful.

Thank you to all the committee members for their time and dedication to all of our fundraising events and meetings this year. A big thank you to our outgoing member Karen West for her many years of dedication to the P&C, she has been an outstanding member of the committee and has done a fantastic job.

Finally a huge thank you to the parents, students and staff for all their support this year, we are extremely grateful. Without your help, the above mentioned items would not have been purchased for the school. We look forward to continuing to make Shoal Bay a fabulous school.

Alison Fox P & C President

Student Parliament’s Message
The 2009 Shoal Bay Student Parliament incorporated the two Premiers, six Ministers and the voting body of Members of Parliament made up of the rest of Stage Three and Class Representatives from Years 2-4.

Parliament met approximately two times a term to discuss and vote on issues seen as significant by the student population. The Ministers then coordinated the solutions by meeting with staff and/or arranging special days.

Some of the undertakings of the student parliament this year have been to support the composting program as the school vegetable garden begins, arrange fundraising days to support charities such as Stewart house, The Sheppard Centre and Surf Lifesaving Australia, assist with school sports carnivals, run lunch and recess time activities and coordinate fun activity afternoons, called Nuf Nuf afternoon, to raise money for the Year Six gift to the school.

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 rose slightly in 2009 with a further expected rise in 2010.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>140</td>
<td>135</td>
<td>144</td>
<td>157</td>
<td>156</td>
</tr>
<tr>
<td>Female</td>
<td>140</td>
<td>157</td>
<td>141</td>
<td>132</td>
<td>140</td>
</tr>
</tbody>
</table>
Student attendance profile

Student attendance rate is higher than the region and the state. Year 6 had the lowest attendance rate in 2009 and K and Year 5 the highest.

Management of non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part and whole day absences very carefully.

Class teachers mark the roll each day and follow up on any absences, without explanation, by way of a phone call or note to parents. Any prolonged absences or pattern of absences are referred by class teachers to the Learning Support Committee for their attention. A letter from the committee is sent to parents expressing concern. The principal then contacts the Home Liaison Officer if improvement is not noted in attendance. We encourage parents to send their students to school regularly through information in our newsletter.

Class sizes

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

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1G</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2/3H</td>
<td>2</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>2/3H</td>
<td>3</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>2T</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>3/4B</td>
<td>4</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>3/4BE</td>
<td>3</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>3/4BE</td>
<td>4</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>3/4P</td>
<td>3</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>3/4P</td>
<td>4</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>5/6B</td>
<td>5</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>5/6B</td>
<td>6</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>5/6H</td>
<td>5</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>5/6H</td>
<td>6</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>5/6L</td>
<td>5</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>5/6L</td>
<td>6</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>KF</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KL</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

Structure of classes

There was a combination of straight and composite classes in 2009.
Staff information

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

The school had twelve class teachers in 2009. This included 3 executive staff and 9 classroom teachers. Additional staff provided relief from face-to-face teaching, Support Teacher Learning and a part-time Teacher-Librarian. The majority of staff are very experienced with 70% having ten years or more teaching experience.

The teaching staff were supported by a School Administrative Manager, School Administrative Officers and two part-time General Assistants responsible for grounds and maintenance.

Classroom learning was supported by three School Learning Officers (teacher aides). SLO’s work in classrooms where there are funded students with special needs.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Primary Part Time Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.504</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.122</td>
</tr>
<tr>
<td>(SASS)</td>
<td></td>
</tr>
<tr>
<td>Primary General Assistant</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>17.926</td>
</tr>
</tbody>
</table>

Currently we have no indigenous staff working at the school.

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>85%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15%</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>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>78 079.76</td>
</tr>
<tr>
<td>Global funds</td>
<td>149 135.32</td>
</tr>
<tr>
<td>Tied funds</td>
<td>89 848.19</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>68 074.01</td>
</tr>
<tr>
<td>Interest</td>
<td>4 635.63</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>40 749.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>430 522.16</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas: 20 914.16
- Excursions: 26 609.57
- Extracurricular dissections: 14 179.97
- Library: 3 282.45
- Training & development: 0.00
- Tied funds: 106 917.15
- Casual relief teachers: 43 403.32
- Administration & office: 37 033.26
- School-operated canteen: 0.00
- Utilities: 24 312.93
- Maintenance: 13 700.86
- Trust accounts: 61 777.04
- Capital programs: 0.00

Total expenditure: 352 130.71

Balance carried forward: 78 391.45

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

Shoal Bay offers a wide range of extra curricula activities throughout the year as well as our academic program.

Achievements

Leadership Program

I have to congratulate 2009’s leadership students. Every student in Year 5 has taken on a role as either: a Sports Leader, Mediator or Library Monitor. All students have turned up for their allotted times or have ensured that their roster is covered. This is only the second year I have run this program and am constantly looking for ways to improve it. I have had very favourable feedback from teachers, participating students and infants children. It has been a great way to give those children keen to apply for school parliamentarian roles, experience in leadership and interpersonal skills.

Ian Beck Assistant Principal

Arts

The school and its community place an emphasis on the performing arts. Students from Kindergarten to Year Six participated in the school choirs, rock band, and musical or dance group. Features of the 2009 arts program included:

- **The School Musical** “A Boy Called Charlie” was held in June at the Tomaree Multi Purpose Centre. All students from Kindergarten to Year 6 participated. The students performed to an appreciative and packed audience.

- **Music Festival** The Annual Tomaree Peninsula School’s Music Festival was held in August 2009 over two nights at the Tomaree Multi Purpose Centre. Performing for Shoal Bay Public School was a 70 member choir, a senior girls dance group consisting of 23 members, a junior girls dance group consisting of 16 members and an all boys dance group consisting of 12 members. One student performed a solo on the opening night. All performances received favourable comments.

- **Legacy Performance** Nelson Bay Legacy Widows invited students from Shoal Bay Public School to entertain them at their November Meeting 2009. The performance troupe consisted of one soloist and nineteen dancers. Seven different musical pieces were performed to a most appreciative audience.

Rock Band

The School Rock Band has had a great year. We performed at The Tomaree Music Festival and Twig light Bandstand to local parents and community. We also participated in the Newcastle Bandfest Competition, winning runner up position in our class. I hope to continue the band next year with some new members replacing our outgoing Year 6 students

Sport

Our students are provided with a wide range of sporting opportunities at a competitive and recreational level. There is a strong emphasis on the development of skills and the value of fair play and sportsmanship.

In 2009 all Shoal Bay Public School Students participated in “Sports in Schools Australia”. This is a series of ten lessons that incorporates fitness, games, gross motor skills and co-operative skills. Stages have been participating in skill development and major games through weekly sport and daily PE.

Each day classes have “Fruit time”. House points are awarded to each child who eats fruit each day.
Shoal Bay Public School participated in the PSSA Knockouts in netball, football, rugby league and touch football. It was quite a successful year with the netball team reaching Round 5, and the boys’ football team reaching Round 6. The rugby union team played in a local tournament and the rugby league team came second in another local tournament. The girls’ football team were joint winners in the Port Stephens Gala Day.

Lauren Moore (Year 4) ran at Nationals for Cross Country. Thomas Lane (Year 6) and Angus McKeown (Year 6) played in the State competition for both Rugby League and Rugby Union.

Annual Sports Carnivals
Swimming, Cross Country, Athletics
The school’s three annual carnivals were all held successfully in 2009. The swimming carnival was held in February at the Tomaree Aquatic Centre. All children from Year 3 to 6 and Year 2 children who were turning 8 in 2009 participated. Many parents attended the day which saw Halifax achieve the title of Swimming Champion House.

The Cross Country carnival was held and all of Years 3 to 6 participated along with the Year 2 students who were turning 8 in 2009. The children set off from school and ran along the bike path towards Fingal Bay Surf Club and back. One runner, Lauren Moore from Year 4 performed so well that she eventually won selection in the N.S.W. State team to compete at the National Cross Country titles. Bagnall were the Champion House. The Early Stage one and Stage one children participated in their own mini Cross Country around the Northern Playground with the support of many parents.

The Athletic Carnival was this year split over two days. On Day one the children from Year 2 to 6 travelled to Tomaree Sports Complex to compete and participate in four field events. The children participated in House groups with the best 3 from each house and age group selected to compete at the second carnival day. The events held were long jump, shot put and for the first time, discus. The children also participated for enjoyment in high jump. The second day consisted of the finals of field events, infant’s novelties and track events. Many parents turned out in support all events were completed successfully. Halifax was the champion House.

Peter Hamshaw - Acting Assistant Principal

Author Visit
As part of literacy Week Frances Watt came and work with students. She talked to them about what authors do when they write a book. Frances inspired children to write stories of their own.

Student Welfare
There was been a dramatic reduction in thinking room referrals this year, especially in this last term. This can be accredited to a number of factors:

- There has been a shift in student population. One student in particular was moved from the school after the welfare policy was strictly adhered to and enforced.
- The change in routine to have Stage 2 and 3 students collected at lunch time and recess from under the COLA has ensured a lot less issues occurring while returning to class.
- Putting an extra duty teacher in the COLA has also helped in the decline of playground issues.
- The Year 5 leadership program has assisted with students in the Southern playground.
- Teachers running extra curricula activities have helped ensure higher numbers of the children in the playground have organised/structured activities to participate in.

I am very pleased with these results and can see happy children in our playground.

Ian Beck Assistant Principal
Academic

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

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

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

Literacy – NAPLAN Year 3

In Reading, Year Three students performed above the state mean by 10.9%. A large proportion of students - 76% achieved in bands 4 - 6. While more students achieved Band 6 than previous years there was a bunching of students in Band 4.

In Writing, Year 3 students performed slightly under the state average, with 24.5% of students in Band 4.

In Spelling, Year 3 students performed slightly below the state average. Nearly 60% of students achieved Band 4 with only 26.5% getting into Bands 5 and 6.

In Grammar and Punctuation, Year 3 students achieved higher than the state average.
Numeracy – NAPLAN Year 3

In Numeracy Year 3 students performed higher than the state average, but again with 48% of students grouped in Band 4.

Literacy – NAPLAN Year 5

In Reading, Year 5 students performed slightly below the state but better than students in like schools.

In writing, Year 5 students also achieved slightly under the state average but better than students in Like Schools.
In spelling, Year 5 students performed close to the state average, but nearly half the students were in Band 6 with only 24% achieving in Bands 7 and 8.

![Percentage of students in bands: Year 5 spelling](chart1)

In grammar and punctuation, Year 5 students achieved under the state average, but better than like schools.

![Percentage of students in bands: Year 5 grammar and punctuation](chart2)

In numeracy, Year 5 students achieved less than the state average.

![Percentage of students in bands: Year 5 numeracy](chart3)

**Numeracy – NAPLAN Year 5**

In numeracy, Year 5 students achieved less than the state average.

**Progress in literacy**

In reading, less progress was made by students from 2007 to 2009 as in other years.

![Average progress in reading between Year 3 and Year 5](chart4)
In writing, students made more progress than the state or like schools between 2007 and 2009.

![Average progress in writing between Year 3 and Year 5](chart)

**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 and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
</tbody>
</table>

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

The above results show that more Year 3 than Year 5 students are achieving at and above minimum standards in 2009.
Significant programs and initiatives

Kindergarten Orientation Program

Shoal Bay Public School takes pride in their Kindergarten Orientation program. In 2009, visits included an informative PowerPoint presentation evening for parents, 2 class visits by 2010 children, one with parents, one with their new year 5 buddy and extra visits for integration children. Parents were offered comprehensive information packages, and familiarity tours of the school. 2010 Kindergarten teachers are available for further discussions.

Paula Flux – Assistant Principal

High School Orientation Program

Year 6 students were given the opportunity to visit the high school on several occasions to become familiar with the school. 90% of Year 6 students went to Tomaree High School.

Aboriginal education

In 2009, we had 16 Aboriginal students in the school. In Terms 3 and 4 the school used Norta Norta funding to provide literacy and numeracy support for our Aboriginal students. The Norta Norta program provided targeted support to Aboriginal students to accelerate progress in student achievement. (Norta Norta means learning.) The program was very successful and this shows in our student results from NAPLAN.

Multicultural education

Stage 1 classes invited guest speakers to talk about other cultures as part of their COG’s units. Students participated in activities on Harmony Day.

We have had new enrolments from various countries including Nepal, Canada and England. Students were encouraged to share their culture with their classmates.

Respect and responsibility

Shoal Bay’s WAVE program continued throughout the year and a review of the “Flags” (Quality, Respect, Co-operation, Honesty and Care) and their significance was conducted in Term 4 to fit in with the other public schools on the peninsula.

As part of the LMG plan for local Peninsula Schools, we participated in a “values” survey to find some consistency in the language of values in our schools. All staff and students at Shoal Bay Public were surveyed and the results were as follows.

Classroom Expectation --- Respect

Playground Behaviour --- Co-operation

Attitude to Learning --- Persistence / Quality

Posters will be made up and put into all Tomaree public schools.

The school will be implementing a new program called You Can Do It next year as part of a whole school peninsula strategy to improve social and emotional learning.

Values Day

There was a need seen within our Welfare Program to address some bullying issues between girls in Stage Three. A day was run with the support of the Itinerant Support Teacher - Behaviour where the girls; worked on role plays to practise social skills, identified patterns of bullying and how to build resilience, identified areas where their self-esteem could improve, played cooperation games and spoke about their growth and development.

Since this day, many of the major welfare issues we had have been sorted and there is a more harmonious atmosphere within the Stage.

2009 Excursions

Early Stage One Excursion

Kindergarten Students visited Oakvale Farm in Term 4 as part of their unit on Growth and Change.

Kindergarten had some special visitors as well. In Term 2 the ambulance officers visited the school to tell us all about the job that an ambulance officer does.
Stage One

Stage One opted this year to have a visiting display rather than an external excursion.

_Fizzics_ arrived for an afternoon and set up in the Hall. This entailed a display of interactive paraphernalia in which children had the opportunity to personally explore visual, aural and tactile phenomena linked to the Powering-On COGs unit of study. The afternoon was extremely engaging and children learnt much about the physical world around them.

Stage Two Excursion

Stage Two attended an excursion to Sydney in June 2009 to complement their unit on British Colonization. The children went on a Rocks Walking Tour to see where the First Fleet landed and where the convicts were housed as well as other places of interest relating to the settlement of Australia. This was followed by lunch at the Botanical Gardens and a visit to Hyde Park Barracks. The children were taken on a guided tour to learn about the life of the convicts in early Sydney.

Stage Three Excursion

Stage Three attended a 3 day excursion to Sydney in Term Four. Many of the activities attended linked with our theme unit of Australian Democracy and HPDPE units on growth and development and personal safety. The students visited NSW Parliament House and participated in a mock debate and the passing of a bill. They travelled around Charles Kingsford Smith airport seeing a close view of the workings of the airport and the connections we have across the world. They walked the Sydney Harbour Bridge and climbed the southern pylon, visited the NSW Art gallery, visited the Sky Tour at Sydney Tower. We also took in the sights of the harbour from a harbour cruise and under the water at the aquarium. Leisure activities included attending the IMAX theatre and a swim at Homebush Aquatic Centre. The students enjoyed staying at Naamaroo as it is located within the Lane Cove National park. This was a successful and enjoyable excursion.

Education Week

The school celebrated Education Week by inviting parents and friends to visit the classrooms to see what the students have been learning. We were pleased to see that so many parents were able to come into the school to see what their children are learning about.
Easter Hat Parade

Once again the Easter Bunny was in attendance and students made their hats for the annual Easter Hat Parade. K – 2 students in particular paraded in front of the school showing off their creations.

Visiting Shows

We were lucky to have a variety of shows visit the school in 2009. Students enjoyed Cinderella which was told entirely through opera.

Visiting Bands

We also got to listen to some wonderful instrumental music when we were visited by the North Sydney Girls High School Band. The school has an extensive music program with 8 ensembles and over 200 girls involved. We listened to the Wind Ensemble (Concert band format of year 7 and 8 girls) consisting of over 60 members and the Camerata String Ensemble of around 15 members.

Everyone enjoyed the performance and were amazed at how well the students could play their instruments.

We also had a visit from Killarney Heights Band, also from Sydney. They entertained us under the COLA.

Building Site

Our demountable classrooms were moved so that work could begin on our Building Education Revolution (BER) project. Two new classrooms and a Special Projects Room are being constructed. We are looking forward to classes moving in sometime next year.
Progress on 2009 targets

During 2009 there were some changes in staff throughout the school. The plan however remained in place.

Target 1 - Literacy

8% or less of Year 3 students will achieve in Band 1 or 2 in Literacy and 10% or more of Year 5 students will achieve in Band 8 in Literacy

Our achievements include:

- 6% of Year 3 students in Band 1 or 2 in literacy (target achieved)
- Only 5% of Year 5 students in Band 8, but 37% in Band 7 (target not achieved)

Target 2 - Numeracy

8% or less of students in Year 3 achieving in Bands 1 or 2 in Numeracy and 11% or more of students in Year 5 achieving in Band 8 for Numeracy

Our achievements include:

- 8% of Year 3 students were in Band 1 and 2 (target achieved)
- 7% of students were in Band 8 for numeracy and 19% in Band 7 (target not achieved)

Target 3 - Student Engagement/ Aboriginal Education/Sustainability

70% students involved in extra-curricula activities after class time

Reduction in repetitious attendance at Thinking Room

Improved performance in literacy and numeracy of Aboriginal Students

School commitment to sustainable living documented and advanced

Our achievements include:

- The majority of students worked hard in class and followed the school rules. Only 5 students had to be suspended from school (2 long and 3 short) and we saw a drop in students being sent to the Thinking Room in term 4.
- Personalised Learning Plans (PLP’s) were organised for each Aboriginal student and parents were contacted in Term 1. In Term 3 & 4 funds were used to support Aboriginal Students throughout the school with numeracy and literacy. Students showed good progress. We are hoping to run a similar program in 2010.
- The vegetable garden (being built by Bunnings) is still waiting to be completed with the fence being constructed in term 4. Fundraising is on going to pay for the garden and plants.
- A rainwater tank has been applied for and the school is still on the waiting list.
- Student leaders have reminded students about litter and we are hoping that the Port Stephens Council will commence its recycling program in 2010.

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 bullying and spelling.

Educational and management practice

Background

As a staff we decided to review our Bullying Policy. Students and Parents were surveyed.

Findings and conclusions

All parents were surveyed in September 2009 and the response rate was 51%.

Overall parents felt that there was not a major bullying problem in the school. 65% of parents reported that students had spoken to them about bullying.

24% of parents said they had contacted the school over bullying and 18% of those were satisfied with the school’s response.

All students in the school were surveyed and 46% said they had reported bullying of some kind to a teacher. They reported the worst area for bullying was the Northern Playground at lunch time.

Future directions

Our new bullying policy has been developed and is available on our website. As a result of the survey we have:

- doubled the teacher supervision at lunchtime on the Northern Playground
- introduced talking about bullying and encouraging children to report bullying on our weekly Friday assemblies
• introduced a Bully Box where students can write about what has happened
• introduced letters to go home when there are incidences of bullying (for the bully and the victim)
• talk regularly at staff meetings about bullying and how we can respond to incidences quickly
• introduced a bully register where every incidence of bullying is investigated and actions and this is recorded.

Curriculum

Background
This year we looked at spelling. The literacy focus group felt that students were misspelling frequently used words in their writing.

Findings and conclusions
All students were tested using the South Australian Spelling Test in Term 4. Their results were compared to their chronological age. The results were:

- 24% of students K-6 had a spelling age of more than one year above their chronological age
- 55% of students K-6 had a spelling age similar to their chronological age
- 21% of students K-6 had a spelling age of less than a year below their chronological age with 15% of students two years or more below

Future directions

- A literacy group met to discuss the findings and decided on the following:
  - Introduction of explicit teaching of spelling rules throughout the school
  - Introduction of Jolly Grammar and Spelling K – 2
  - Continue the Jolly Grammar and Spelling focus throughout the school

Professional learning

Staff were given the opportunity to attend Professional Learning throughout the year. Courses included:

- Best Start
- Interactive Whiteboard Training

• Assistant Principal Leadership Conference
• Mathematics Inservice
• Principal Induction
• Drug Education
• NAPLAN writing and marking
• Connected Classroom
• STLA inservice

School development 2009 – 2011

Targets for 2010

Target 1 - Literacy
Improved Grammar and Spelling Naplan Results

Targets:

- Naplan results Yr3 in Bands 1 and 2 below 12%
- Naplan results Yr5 Band 8 results greater than 6%
- Improved growth 3 - 5
- Grammar and Spelling given higher profile in school learning K – 6

Strategies to achieve this target include:

- Quality Teaching Professional Learning specifically targeting spelling and grammar
- STLA focus priority on spelling and grammar
- Introduction of Jolly Grammar and Spelling in K – 2
- Develop and teach cohesive program 3 – 6 (based on Jolly Grammar Model)
- Explicit teaching of spelling rules throughout the school
- Focus on Spelling Homework (1-6)
- Parallel Classes
- Interactive specific spelling software/
- Develop appropriate Individual Learning Plans to ensure greater student engagement through learning adjustments
Target 2 - Numeracy
Intended Outcomes: Improved problem solving, Working Mathematically and Integration of Maths strands K–6

Targets:
Yr3 Numeracy Naplan results in Band 2 below 17%
Yr3 Numeracy Naplan results Band 5 and 6 above 28%
Yr5 Numeracy Naplan results Band 8 above 4%

Improved growth between Year 3 and Year 5

Strategies to achieve this target include:
- Implementation of Go Maths Program (K – 6)
- CT’s to ensure 5 hours of maths each week
- Stages to teach and assess common outcomes and indicators
- Supervisors to check programs Target 3
- Teacher Professional Learning
- Quality teaching Strategies inservicing targeting Measurement, Space and Data especially Higher Order Thinking

Targets 3,4,5 - Student Engagement/ Aboriginal Education/ Environmental Sustainability

Targets
70% students in the school involved in extra curricula activities outside of class time
School Environmental Management Plan developed and implemented
Statistical reduction by 10% in repeat visitors to Thinking Room over 3 Terms
100% participation in Leadership Program, especially Year 5

Strategies to achieve this target include:
- Involvement in Year 5 Leadership Program mandatory for Parliamentary election for Year 6
- Active participation assessed
- Training provided for Year 5 and 6 for both mentoring and game supervision
- Increase participation in Leadership program
- Establishment of Food Garden
- Leadership Training for Yr 5
- Analysis of welfare practises in playground and application of strategies developed by Welfare Committee
- Internet / Connected Classrooms research
- Regular recycling of food scraps for composting
- Investigation of Seasonal, rotational crops for garden
- Commitment across school to water saving eg dripping tap assessments regularly reported
- Reduction in power consumption as students and staff turn off lights
- Implementation of You Can DO IT as part of Tomaree Learning Community Professional Learning SDD Term 2
- Purchase of resources
- Teachers to plan and teach lessons
- You Can DO It to fit with SBPS Values

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.

Jill Ridgway Principal
Paula Flux Assistant Principal
Ian Beck Assistant Principal
Peter Hamshaw Acting Assistant Principal

School contact information
Shoal Bay Public School
Rigney Street
Shoal Bay 2315
Ph: 02 49 811 007
Fax: 02 49 841 637
Email: shoalbay-p.det.nsw.edu.au
Web: www.shoalbay-p.schools.nsw.edu.au
School Code: 4589

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: