2010 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 friendly, caring and safe school, situated in beautifully landscaped grounds, amongst gum trees. The academic, sporting, performing arts and citizenship areas are inclusive in each class, developing confident, responsible students, who value lifelong learning.

Each permanent class area consists of the main learning area, a computer area and a large wet area. The class facilities are enhanced with a well resourced computer laboratory located in our spacious, well resourced library. Interactive whiteboards are used throughout the school.

Our students prosper in a safe, inclusive and nurturing learning environment. Our value flags fly on a daily basis, reminding our school community of the strong values that our students display each day.

The school has an effective welfare and discipline program, quality class programs and learning support teams.

The school has a strong relationship with parents and the community. Students and parents make valued contributions to the educational and managerial aspects of the school at all levels. Parents are encouraged to take an active role in their children’s education and value their views and contributions.

Staff
Shoal Bay has an experienced and dedicated staff. 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 and organised by teachers throughout the year.

The school works closely with the other local public schools in the area, sharing support staff and professional development opportunities. Staff are continually working towards consolidating existing practices and introducing new initiatives to enhance students’ learning. Teaching staff are supported by office staff and School Learning Officers.

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

2010 Staff

Significant programs and initiatives

- Spelling and mathematics were the target curriculum areas in 2010.
- Three new classrooms were completed as part of the Federal Government’s Building Education Revolution project
- Three new permanent staff members were appointed to the school through the merit selection process
- Sport teams participated across the district with our netball team achieving amazing success and competing at state level
- We saw the highest number of Kindergarten enrolments (55) for many years
- Purchase of two new smart boards for stage 3 classrooms and a mobile smart board for the school
- Continuation of the Rotary Reading and Learning Support Programs
- Significant staff training and professional learning which lead to changes to planning and an emphasis on systematic explicit teaching.
- Increased parent participation throughout the school
- A successful Education Week and a number of excursions and camps
• Student Parliament operated effectively during the year

2010 Student Parliament and Mrs Holloway

Student Achievement in 2010

Literacy – NAPLAN Year 3

Year 3 students at Shoal Bay performed above the state average of 414.3 in reading with an average student score of 419.7.

In writing students performed at the state average of 422. In spelling the average student score was 402.4 which was under the state benchmark of 408.3.

In Grammar and Punctuation the average student score was 419.4 which was higher than the state mean of 416.3.

It was very pleasing to note that in all year 3 literacy areas the school scored significantly higher than the Statistically Similar Group of schools (SSG).

Numeracy – NAPLAN Year 3

Year 3 Shoal Bay students with an average of 400.9 exceeded the state average for numeracy of 396.1. Students also scored significantly higher than the Statistically Similar Group of schools (SSG).

Literacy – NAPLAN Year 5

In reading Year 5 students at Shoal Bay performed above the state average of 489 with an average score of 495.9. In writing they had an average score of 481.5 which was below the state average of 488.4.

In spelling, grammar and punctuation students scored below the state average, but at the average of the Statistically Similar Group of schools (SSG).

Numeracy – NAPLAN Year 5

Year 5 Shoal Bay students with an average of 500.4 exceeded the state average for numeracy of 494.1. Students also scored significantly higher than the Statistically Similar Group of schools (SSG).

Messages

Principal’s Message

2010 was a very successful year for the school with student numbers growing for the first time in five years. Additional staff were appointed and our new federally funded (BER) classrooms were completed.

We continued to purchase teaching resources and re-organised storage to make resources easier for staff to access. Student welfare issues were fewer than in previous years and our school leaders excelled at carrying out their duties.

Students participated successfully in academic competitions, excursions, sport and creative arts activities. Newly appointed staff brought new ideas and practices to the school. Parents continued to support the school through participation in school events, fundraising and assisting teachers and students in the classrooms.

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 - Principal
P & C Message
The P&C had a very productive year in 2010 with over $10 000 of funds raised for the school. Some of the donations to the school were, an interactive whiteboard, reading boxes, books, assisting children to go to State Representative Sport and to the Garden Club. We once again had a very successful Walkathon which raised $2903 alone, but we also raised a lot of funds through our Easter Raffle, Pie Drive, Cake Stall, Disco, BBQ at Bunning’s and a successful Christmas Raffle.

The P&C is far more than a fundraising committee; it’s a forum where parents can have a voice on how their child’s school operates. We have seen some new faces this year and hope that continues.

The P&C also operated the Canteen and the Uniform Shop, the latter which managed a profit for 2010 of approximately $2 000. Our Canteen has steadily been productive, although we have decided to only open for 4 days in 2011, as numbers of lunch orders had reduced slightly.

The P&C only operates with the ongoing support of volunteers who regularly help with events, as well as the parents, students and staff, for who we are extremely grateful. We look forward to continuing to make Shoal Bay Public School a great school.

Alison Fox - P & C President

Student representative’s message
We have enjoyed being the school premiers of Shoal Bay Public School in 2010. We represented the school at special events and helped the principal and teachers at the school on a daily basis.

One of our major duties was to oversee the running of the student parliament. Every term we had two parliament assemblies and students from years 3 to 6 attended. Each class had two class representatives that talked about what they had been doing in class. Everyone voted for a charity to decide which one we would raise money for.

All students got a chance to say what they would like to do for the school and all the parliamentarians had to answer their questions and then we got back to them at the next parliament.

All the Parliamentarians had a special job to do throughout the year. There were ministers for: Public Relations, Functions and Events, Sport and Recreation and Environment and Transport. We all helped the school out in different ways.

Our last important job was to run the school Presentation Day at the end of the year.

Alana McDonald and Ben Robinson - Premiers 2010

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>Male 135</td>
</tr>
<tr>
<td>2007</td>
<td>Male 144</td>
</tr>
<tr>
<td>2008</td>
<td>Male 157</td>
</tr>
<tr>
<td>2009</td>
<td>Male 156</td>
</tr>
<tr>
<td>2010</td>
<td>Male 168</td>
</tr>
</tbody>
</table>
Student attendance profile

Student attendance rate was similar to the region and the state (see graph below). Year 6 and Kindergarten had the highest attendance rate in 2010 and Year 4 the lowest.

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. Parents are encouraged 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 2010 class size audit.

<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>KL</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>1F</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2T</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>2F</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>4N</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3P</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>3/4B</td>
<td>4</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>5H</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6B</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5/6H</td>
<td>5</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>5/6H</td>
<td>6</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td>KA</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>KG</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

Structure of classes

There was a combination of straight and composite classes in 2010.

Staff information

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

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>10</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>Primary General Assistant</td>
<td>0.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counselor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.122</td>
</tr>
<tr>
<td>Total</td>
<td>17.326</td>
</tr>
</tbody>
</table>

At this stage we do not have any indigenous staff working at the school.

Staff retention

There were two new class teachers appointed in July 2010. A new Teacher Librarian was also appointed to start in 2011.
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>90%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</td>
</tr>
</tbody>
</table>

Financial summary

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

Date of financial summary: 30/11/2010

Income $  
Balance brought forward 78391.45  
Global funds 176811.16  
Tied funds 85382.14  
School & community sources 62638.18  
Interest 5349.23  
Trust receipts 40500.25  
Canteen 0.00  
Total income 449072.41

Expenditure 
Teaching & learning  
Key learning areas 20127.70  
Excursions 26491.38  
Extracurricular dissections 25930.91  
Library 4612.23  
Training & development 0.00  
Tied funds 106437.09  
Casual relief teachers 55941.46  
Administration & office 32239.22  
School-operated canteen 0.00  
Utilities 29296.87  
Maintenance 19669.44  
Trust accounts 35604.76  
Capital programs 0.00  
Total expenditure 356351.06  
Balance carried forward 92721.35

School performance 2010

Achievements

Creative and Performing Arts

Shoal Bay Public School offers its students a wide range of opportunities in creative and performing arts. Dance groups, choirs, school musicals, rock band and talent quests are all run by teachers mostly in their own time. Many of the children involved go on to participate in local music festivals and have the opportunity to perform in front of different audiences throughout the year.

There are currently two choirs at our school, a senior choir for stage 3 and a junior choir for stage 2. Both choirs have around 70 children in each of them.

There are currently 4 dance groups at Shoal Bay Public, with one dedicated to only boys.

A school musical is held every second year and involves every student in the school. The community input into making backdrops and costumes is nothing short of amazing. Every other year we have entered the J Rock music festival in Newcastle.

A number of our students have graduated to the Hunter School of Performing Arts in Newcastle

Our Rock Band also performed at the Twilight Bandstand at Anna Bay in Term 4.

UNSW Competition

Each year students from year 3 to 6 are given the opportunity to participate in a variety of academic competitions. We always have students that achieve high results. This year however we were very lucky that Leah Dove from 3B participated in the UNSW English Competition. She scored an amazing 45/45 or 100% on the test earning her a High Distinction.
In November Leah went to UNSW in Sydney for the ceremony to receive her medal. Leah is pictured below at the ceremony.

[Image]

**Sport**

The school has a long and proud tradition of participation in many different sports.

Our carnivals for Athletics, Cross Country and Swimming are extremely well planned and run. There is an emphasis on participation by all students as well as the competitive experience for those children who compete at higher levels.

One highlight of our school carnivals is the amount of parental support and participation we receive. The carnivals are a great community focal point and are rated as some of our most popular days on the school calendar.

For a small school we continue to have many excellent sportspeople. In recent years we have had a number of students perform at State and National Carnivals.

Team Sports are extremely well catered for at Shoal Bay Public School. We have representative teams in Soccer, Touch Football, Netball and Rugby League. We have had some excellent results in knockout competitions and individual representation in regional and state teams.

Shoal Bay Public School was one of the first schools in the local area to utilise the Sports in Schools Australia Program. This program brings in trained instructors who run skills based tabloids using new and innovative equipment. We have also run the Footsteps dance program, that involved every child in the school, using dance and movement to improve fitness and flexibility.

Daily fitness is run across the school in stage groups. The newly constructed fitness track has ten stations that include climbing walls, balance beams, monkey bars and hurdles. Children are encouraged to bring fruit each day to eat at school. We have always encouraged healthy lifestyle choices at Shoal Bay Public School.

[Image]

**Netball**

2010 was an excellent year for the Shoal Bay Public School netball team. The school trials were held early in the year with the girls showcasing some wonderful talent.

Taylar Wilks and Alana McDonald were chosen to represent the Zone at the Hunter trials. Taylar and Alana were fine representatives for not only the Zone, but also for SBPS at the Hunter trials. The girls played some brilliant netball. Alana was chosen in the Hunter side to compete at the State trials later in the year.

The team went on to win the Hunter 7 draw. This means that they were in the top 16 in the state! The girls travelled out of area to Sydney and played Newport. Newport were too strong, making very few mistakes and won 35 to 19. The team had a fantastic season and was commended on their excellent sportsmanship and team spirit.
**2010 Netball Team with Mrs Abercrombie and Mrs Watson**

**Other**

Our School Parliamentarians attended the *Impact Leadership Conference* in Newcastle. The purpose of the day was to gain skills in how to be a successful leader in our school. The students were inspired by some young presenters who had been leaders in their schools and sports teams.

Our Parliamentarians have come away from the day with ideas on communicating effectively to others, sharing ideas and how to get others on board. They were also able to network with other student leaders from the Tomaree Peninsula.

**Welfare and You Can Do It**

Visitors to Shoal Bay often comment on how supportive our students are of each other and how well they interact in the playground and classrooms. We pride ourselves on our consistent discipline policy and intolerance of bullying.

Shoal Bay has a unique WAVE program. This stands for Working At Values Education. Students are recognised for demonstrating our core values of cooperation, honesty, care, respect and quality work. Reminders of these values are our colourful flags flying as you enter our school.

In 2010 we started the *You Can Do It* program and focused on the aspects of persistence and emotional resilience.

**Food Garden**

Shoal Bay Public School’s Environmental Programs took a major step forward this year. A Food Garden has been established. Bunnings Warehouse generously donated garden beds, soil, plants and fertiliser. Fund raising and numerous grants allowed us to securely fence the area and erect a garden shed.

Students are learning about weeding, fertilising, harvesting, planting and selling our produce. A worm farm has also been purchased to supply nourishment for the garden. Recycling is clearly a practical application of the project. The school canteen has been supplied with tomatoes, carrots, parsley and beans in our first few months of operation.

The garden also provides skills to students struggling to achieve in other areas. It has provided an alternate site for landscape and still life art work.

This valuable resource is already reaping outstanding benefits for individuals and school outcomes as a whole.
**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 these assessments.

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

**Literacy – NAPLAN Year 3**

**Reading**

50% of year 3 students scored a Band 5 or 6 in Reading which was higher than the stage average. Analysis of the results revealed that girls scored higher than boys in all aspects of the test.

**Writing**

59% of year 3 students scored a Band 5 or 6 in writing in comparison with the state average of 51.4%.

Students performed better than the state on vocabulary and paragraphing but were weaker in text structure and punctuation.

Writing will remain a school target area in 2011.

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**Year 3 Reading Summary**

<table>
<thead>
<tr>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>434.6</td>
<td>396.3</td>
<td>423.7</td>
</tr>
</tbody>
</table>

**Year 3 Writing Summary**

<table>
<thead>
<tr>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>423.4</td>
<td>400.0</td>
<td>423.5</td>
</tr>
</tbody>
</table>
Spelling

33.4% of year 3 students scored in Band 5 and 6, which was not as high as the state average. A huge 43.6% of students were in Band 4.

Further analysis suggests that nearly half the students had problems editing mistakes in simple words.

Grammer and punctuation

48.7% of Year 3 students were in Band 5 or 6 for Grammar and Punctuation, which was similar to that of the state average.
**Numeracy – NAPLAN Year 3**

35.9% of year 3 students were in Band 5 or 6 which was slightly higher than the state average of 35.1%.

Closer analysis showed that the students performed stronger in number and weaker in Space and Measurement.

**Literacy – NAPLAN Year 5**

34.1% of Year 5 students were in Bands 7 and 8 for reading, which was higher than the state average in these bands of 30.4%.

However, there were 27.3% of year 5 students in Band 4, compared with a state average of 24.5%.

### Year 3 Numeracy Summary

<table>
<thead>
<tr>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>406.2</td>
<td>385.4</td>
<td>405.8</td>
</tr>
</tbody>
</table>

The school will continue to use the Go Maths Program in 2011.

### Year 5 Reading Summary

<table>
<thead>
<tr>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>494.8</td>
<td>480.3</td>
<td>503.2</td>
</tr>
</tbody>
</table>
Writing
20.8% of year 5 students were in the top two bands, which was lower than the state average of 34.8%.

There were 61.4% of students clumped in Bands 4 and 5.

Spelling
29.6% of year 5 students were in the top two bands, which was lower than the state average of 34.7%.

Year 5 Writing Summary

<table>
<thead>
<tr>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>483.3</td>
<td>470.1</td>
<td>491.6</td>
</tr>
</tbody>
</table>
Grammar and Punctuation

34.1% of year 5 students were in bands 7 and 8 which was less than the state average of 42%.

Further analysis of the results revealed that direct speech and capitalisation were areas for further development.

Numeracy – NAPLAN Year 5

31.9% of students in Year 5 were in the top two bands for numeracy, which was above the state average of 29.5%.

Year 5 Numeracy Summary

<table>
<thead>
<tr>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>488.6</td>
<td>478.4</td>
<td>502.9</td>
</tr>
</tbody>
</table>
**Progress in literacy**

**Reading** progress between Year 3 and 5 showed not as much growth as the state average or in past years.

**Writing** progress between Year 3 and 5 showed not as much progress as the state average or as in previous years.

**Spelling** progress between Year 3 and 5 was higher than the state average.

**Grammar and Punctuation** progress between Year 3 and 5 was not as high as the state average.
Progress in numeracy

Progress in numeracy between Year 3 and Year 5 was higher than the stage average.

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 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90</td>
</tr>
<tr>
<td>Writing</td>
<td>90</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Recycling

Port Stephens Council helped year 4 to run our recycling initiative through the Solo Resource Recovery Program. Students were offered the opportunity to participate in a design competition to create a picture of something that they had learned about as part of this program. These pictures were judged and some of our students won a page in the Port Stephens Council Solo Resource Recovery calendar. Winning students are pictured below.

Kindergarten Orientation Program

Shoal Bay Public School takes pride in their Kindergarten Orientation program. In 2010, visits included an informative power point presentation evening for parents, two class visits with present kindergarten children, one with parents, one with their new year 5 buddy and extra visits for children with special needs. Parents were offered comprehensive information packages, and familiarity tours of the school. 2011 Kindergarten teachers provided parents with additional information.

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.

95% of Year 6 students went to Tomaree High School.

Aboriginal education

In 2010 we had 20 Aboriginal Students in the school. We did not receive any additional funds for literacy and numeracy support.
Students participated in a garden project to make a sculpture for the school. Unfortunately the Bulwarra Festival which was to be held in term 4 was cancelled and will be held in Term 1 2011.

An aboriginal group performed at the school in Term 3 and was very popular with students. As part of our NAIDOC celebration the Beatty Clan Crew performed at our school. It was a fabulous performance and everyone enjoyed it.

**Multicultural education**

Learning about other cultures is covered throughout our Connected Outcomes Group Units (COGs).

We have students enrolled from various countries including Nepal, Vietnam, Canada and England. These students were encouraged to share their culture with their classmates.

This year Mrs Brown provided ESL (English as a second language) support to students.

**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). It was decided that this program should run with the You Can Do It Program throughout the school.

**Connected learning**

Four staff members were trained to use the Connected Classroom and three more interactive smart boards were installed. Staff attended a Smart Bugs Professional Learning session in Medowie and the school plans to host their own session in Term 1 2011.

**Other programs**

**Early Stage 1 Excursion**

Early Stage 1 visited the Reptile Park and learnt a lot about the wildlife and changes in animals.

**Stage 1 Excursion**

In Term 3, Stage One went to Nelson Bay for a field trip to investigate businesses. This supported the unit on Workers in the Community.

Children visited a supermarket, a bakery and a dry dock. Students were fascinated by the great variety of roles conducted by each employee. They learnt about marketing, bread making and boat maintenance.

The day was complete after eating lunch and jam donuts on the waterfront and dashing from the rain to buses.

**Stage 2 Excursion**

The stage 2 excursion in 2010 took advantage of our local environment. The children started the morning on a 4WD tour of the beach looking at our landscape and significant Aboriginal sites along our local Birubi beach as well as discussing environmental concerns and native animals.

During the middle of the day they took a dolphin watch cruise inside Tomaree headland. Students learnt about animals, environment and Aboriginal sites along the peninsula. To end the day the group went the Shark and Ray Centre and swam with sharks and rays. The children loved the day and learned a lot. The sharks and rays were all caught in our local area and each of our activities taught us about our heritage, animals and how
our area is made better through tourism as well as the importance of caring for our environment.

**Stage 3 Excursion**

In November, Stage three travelled by coach to Morisset and the Outdoor Education Experience Camp for a three day/two night stay.

The children were challenged and entertained by their involvement in eight daytime adventure activities and two very enjoyable night time activities. High ropes, flying fox, rock climbing, giant swing, canoeing, fencing, archery and finally ‘Mud World’ tested the children’s physical skills, co-operative skills and their bravery.

The camp staff and Shoal Bay P.S. staff worked as a team to provide the children with an amazing experience and life long memories. The Outdoor Education Experience staff were glowing in their praise of the Shoal Bay children and staff and their attitude during all structured and non structured tasks.

Each and every instructor complimented the children on their cooperation and friendliness and the respect that they showed to all adults.

### Progress on 2010 targets

#### Target 1 - Literacy

**Improved Grammar and Punctuation and Spelling Naplan Results**

- 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

Our achievements include:

- Year 3 Spelling target achieved but 20.6% of students in Band 1 and 2 for Grammar and Punctuation
- Year 5 students achieved 9.1% in Band 8 for Spelling exceeding the 6% target, and 11.4% for Grammar and Punctuation.
- Growth between Year 3 and 5 in spelling was higher than the state average, but lower in grammar and punctuation.
- Grammar and Punctuation and Spelling is now planned at a stage level so that all teachers are covering the same rules and using a variety of strategies.

#### Target 2 - Numeracy

**Intended Outcomes:** Improved problem solving, Working Mathematically and Integration of Maths strands K - 6

**Targets:**

- Yr 3 Numeracy Naplan results in Band 2 below 17%
- Yr 3 Numeracy Naplan results Band 5 and 6 above 28%
- Yr 5 Numeracy Naplan results Band 8 above 4%
- Improved growth between Year 3 and Year 5

Our achievements include:

- Year 3 numeracy NAPLAN target was achieved with 10.3% in Band 2 (below 17%)
• Year 3 numeracy NAPLAN target was achieved with 35.9% in Band 5 and 6 (above 28%)
• Year 5 numeracy NAPLAN target was achieved with 4.6% of students in Band 8 (above 4%)
• Growth between Year 3 and 5 was similar to previous growth and above the state

**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

All of these targets were achieved.

**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 2010 our school carried out the following evaluations:

• Curriculum Survey (Staff)
• Mathematics (Students and Staff)
• Parent Satisfaction Survey

**Educational and management practice**

In the area of curriculum, the school conducted an evaluation of curriculum planning, programming, assessing and reporting practices and processes. Each area is of interest and can support success in teaching and learning. It is also important that connections between the three areas are strong and coherent.

**Background**

The evaluation was conducted in two stages.

The first stage of the evaluation involved analysing current school practice as it aligns to the DET policy, *Curriculum Planning, Programming, and Assessing & Reporting to parents K-12*. This policy was developed to clarify for teachers and schools what is required in curriculum planning and programming, assessing and reporting to parents.

The three sections of the policy reinforce the strong links that exist between effective curriculum planning and programming, assessing and reporting to parents. Teachers at the school evaluated current school performance in relation to key policy statements in each of the three areas covered by the policy.

Action research processes have been used to capture evidence of current achievements and to identify areas for further investigation which can further enhance school practices. DET documents regarding standards related to the policy and principles of assessment and reporting were also utilised to deepen the analysis.

**Findings and conclusions**

**Curriculum Planning, Programming, Assessing and Reporting to Parents**

• 100% of staff agreed that planning and programming was consistent with the Board of Studies Syllabus requirements
• 93% felt that teaching programs incorporate assessment as an integral component
• 100% agreed that outcomes are being addressed and programs meet the policy requirements
• 93% felt that assessment was time efficient and manageable for staff and students
• 79% of staff felt that appropriate judgments are made for student achievement
• 100% of staff agreed that appropriate time is given for reporting for parents and that they receive informative information about student performance

**Future directions**

Results show that staff are happy with planning but there is more work to be done on consistency of teacher judgment and assessment. This will form part of staff professional learning in 2011.
**Student Satisfaction Review of Mathematics**

Students were asked in class groups about learning in Mathematics. The results were collated as follows.

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like maths at school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like doing maths on my own.</td>
<td></td>
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<tr>
<td>I like trying to solve maths questions.</td>
<td></td>
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</tr>
<tr>
<td>I like using the Go Maths journal.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher helps me with maths.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The homework I do helps me with maths.</td>
<td></td>
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<td></td>
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<tr>
<td>Learning maths will help me later in life.</td>
<td></td>
<td></td>
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<tr>
<td>The homework I do helps me with maths.</td>
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</table>

**Conclusions**

Most students (90%) from years 1 - 6 liked maths at school. They agreed that using the Go Maths Journal was helpful. Students thought that teaching of maths could be improved by:

- Using Maths groups
- More one on one help when needed
- Using more maths games and resources
- Having more charts in the room
- More hand on equipment

**Staff Results – Go Maths Discussion**

90% of the staff were satisfied with how the program was being implemented throughout the school. Positives of the program were the way it was sequenced ready for delivery, ease of programming for teachers and continuity through the school, stages and classes. It is hoped that there will be a rise in student performance as the program continues.

To improve implementation teachers felt that the following would assist:

- Groups within the class to assist with extension and assisting students with difficulty
- Purchase of more hands on equipment for use in classrooms
- Time for revision
- Reordering the sequence of lessons in some classes

**Future Directions**

All the above suggestions from students and staff will be put into operation in 2011. At the end of 2011 it will be determined if Go Maths will continue to be implemented in 2012.
Other evaluations

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parent Satisfaction Survey Results 2010

A Parent Satisfaction Survey was conducted in Term 3. Parents were asked to comment on Learning, Teaching, Planning, Management, Culture and Leadership. Approximately 18% of families responded to the survey – 89% were female and 11% were male. All had students at the school and 66% of parents responding had students in K – Year 2. 69% of those that responded were parents of boys.

Learning

- 96% of the respondents felt that their child’s classroom almost always and usually was an interesting place to learn and that their child had good equipment that helped them learn
- Most parents (97%) said that the school expects students to achieve to the best of their ability
- 24% of the respondents felt that teachers need to talk more to them about their child’s learning

Teaching

- The majority of parents (90%) felt that what students are asked to learn is important and learning is appropriate to their child’s needs
- Most (90%) were happy with the way classes were managed
- Some parents (18%) would like more information about how students are assessed and clearer information about student achievement through the school’s reporting process

Planning

- All respondents agreed that the main purpose of the school’s targets was to improve student learning outcomes and 96% agreed that planning processes are responsive to emerging needs
- 85% agreed that the school implements a comprehensive management plan
- 19% of parents would like more information on what the school buys.

Management

- Parents felt that the school is continually looking for ways to improve its performance and that it regularly measures the success of its programs.
- 93% of respondents agreed that staff at the school are valued and supported and 89% thought that the school was well organised
- Some parents (21%) said that the school does not always communicate effectively with students and parents.

Culture

- The majority of parents (93%) thought that the school knows about the families and community and those individuals that are successful are praised and rewarded.
- All parents agreed they are proud of the school and students are encouraged to learn
- Some parents (15%) said that only sometimes does the school cater for the learning needs of all students and another 17% did not feel that parents support what is happening at the school.

Leadership

- 96% of parents thought that the school leaders value the contribution of individuals and groups and that the school ensures that everyone is treated fairly
- Most parents (96%) agreed that the school leaders are open to new ideas and that they inspire and motivate learners
- 12% of the respondents thought that school leaders need to discuss ways to improve their child’s learning and 14% felt that only sometimes are staff, parents and students encouraged to take leadership roles at the school
Future Directions

- More time made available for teachers to talk to parents about their students
- More information given to parents about how students are assessed
- School to let parents know via the newsletter and assemblies what is being purchased for students
- Examine ways of more effective communication with parents
- Enlist more parent support for the school
- Encourage more staff, parents and students to take on leadership roles at the school

Professional learning

There were many opportunities for Professional Learning in 2010 including:

- Writing
- Jolly Phonics and Grammar
- Mathematics
- Interactive Whiteboard Training
- CPR
- Keep Them Safe
- Naplan Analysis
- Sharing on ideas are stage and staff meetings

School development 2009 – 2011

Targets for 2011  Target 1

Literacy: Target Areas

Writing
- NAPLAN - Increase the number of Year 5 and Year 3 students in the top 3 bands to 75%
- Class Assessment - Increase the number of A – B students on report cards - 15 %

Spelling and Grammar
- Increase the number of Year 5 and Year 3 students in the top 3 bands to 75%

Reading
- 85% of students reach regional benchmark K-2 and at or above CA 3 - 6

Target 2

Numeracy: Target Area

Space and Measurement
- NAPLAN - Increase the number of Year 5 and Year 3 students in the top 3 bands to 75%
- Class Assessment Increase the number of A – B students for Measurement and Space- 15 %
- Improved growth between Year 3 and Year 5 (All areas of Numeracy)

Targets 3, 4, 5

Student Engagement / Aboriginal Education and Environmental Sustainability:

- 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 the year
- 100% participation in Leadership Program, especially Year 5

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: