School context

Students

The students are drawn from the local Oyster Bay/Como/Jannali area within the Sutherland Shire in Sydney’s South. There are 16 classes spread over two sites – the Phillip Street Site for students from Years K-1 and the Short Street Site for students in Years 2-6. The two sites are 300 metres apart. The school has 27% enrolments from out of area.

The students have a strong student leadership program including parliamentarians, SRC representatives, Environment and Library Monitors as well as House Captains.

Staff

The staff is very experienced. They have ensured that their professional training is up to date ensuring the use of best practice. The school has three Assistant Principals. They lead a team of dedicated committed staff who frequently provide many extras for the students in their care.

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

Principal’s message

2013 has been a tremendous year for the school in so many different ways. Students being actively engaged in their learning and being happy at school highlights the culture we have at Oyster Bay Public School. Teachers keeping up to date with their professional development and the school consistently reviewing our practices highlights the up to date ethos within our school. Our parent and wider community support continues to amaze me. Drawing on the wider community’s expertise has enhanced the school environment.

Outstanding Naplan results this year reflected the quality teaching and learning emanating from our school.

Links with Universities included outstanding individual results from our students excelling in Academic Competitions run by the University of NSW including High Distinction, Distinctions and Credits. We also had close links with the University of Wollongong where we once again excelled at the University of Wollongong Science Competition.

Our science learning this year was extended by three of our senior students, Jae Moore Lambert, Iggy Fox and Hamish Redpath who each week gave up a lunchtime to teach students with hands on science activities. The learning which took place was inspiring.

I congratulate our students on their behaviour which is held in high regard by many. High expectations and consistency by all has produced regular positive feedback by members of the wider community. An update in our discipline processes has resulted in more students receiving the accolades they deserve.

Students excelled in numerous sports. We also had higher representation by students in hockey, athletics, boys’ soccer, girls’ soccer, swimming, touch football, rugby union, cross country, softball, water polo and tennis.

2013 was also the first year for our school’s rugby league team playing in weekly competition with new jerseys supplied by the P&C. New house banners courtesy of the P&C were welcomed strongly by the students and staff.

Our students loved being part of The Premier’s Reading Challenge, the Premier’s Sporting Challenge and the enormously popular State wide spelling bee.

Our public speakers once again shone through with our standard exceptionally high from Kinder through to year 6.

In the Arts our students produced amazing performances in band, choir, and dance. They have had many opportunities to showcase their skills such as Create South, Bandfest and The Sutherland Shire Music Festival.

Our budding artists increased their display at the Festival whilst our Artist in Residence Program with Ken Tucker, produced an amazing mural of Oyster Bay which you will need to see on display in the primary foyer.

Our chess team’s hard work resulted in our first chess team title.

Our Year 5 students have been taking part in a middle schools project with our local community of schools called HOTSCOS (Heart of the Shire Community of Schools) . These closer links with the local high school is a successful transition strategy and also an opportunity for our students
to mix with students from other local state schools. Our year 6 student’s weekly program with Bates Drive School has benefitted both groups of students and their families enormously.

I congratulate all of our students who have achieved their best in 2013

The Oyster Bay school community has risen to many challenges, whether it be with families in need or ensuring volunteer work is completed for the betterment of our students. The Oyster Bay School Community, through its very supportive P&C, continue to make a real difference to the students in our care.

I would like to thank the many sub committees for their tireless work. The Uniform, and canteen committees were exceptional. Each volunteer adds another section of the support structure and network our students need.

I would particularly like to thank the Art Craft Convenors, Frank Bishopp, Stefan Romeyko and Stu Wood for their amazing effort and inspiration in leading our community in this enormous yearly task. Also, the incredibly focussed Kate Redpath for always keeping the committee on task.

To the Executive of the P&C, I would thank you for being a wonderful positive asset to our school. Our President Mrs Alex Hills always leads by example and always with an enthusiastic manner. Your vibrant energy and very realistic approach to the role has been appreciated by all. The P&C this year strongly supported the school financially particularly with the new artificial turf playground which came about after a well-researched long investigative process. The new playground has become a huge positive with all members of the school community enthused by the development of the primary playground. All the P&C subcommittees have enriched the school community by their outstanding voluntary work.

I would thank the hard working staff: the executive, teaching, administration and maintenance; for the diligence and care they showed towards our students and their families throughout the year. Working at a split site school provides the staff with opportunity to think outside the square with planning. Staff work tirelessly, with overwhelming positive support, to cater for the needs of our students. I thank them for their diligence and professionalism. In terms of the many changes schools are now going through with a drawn out restructure, table tennis funding models and significant curriculum changes the workload of staff is very demanding. On behalf of all my staff I thank all the community who have continued to show respect to the Oyster Bay Public school staff, thus modelling the very values our school stands for.

I wish to acknowledge Mrs Harrison, Mrs Davis and Mrs Middleton for their tremendous effort in organising tonight’s Presentation Night.

Under the guidance of Georgia Brownhill, Will Chapman and Rachel Fitzpatrick our Student parliament set about to ensure the student’s voice was heard. The Class SRC reps ensured motions came to the Parliament and were debated enthusiastically. This year a total of 61 motions were debated. The long standing goal of an improved playground was achieved throughout the year. The workload of student leaders should never be underestimated and the school community is very fortunate to have had outstanding leaders during 2013.

I want to briefly comment on Cyber Security:

A growing issue in schools at both primary and high school level is Cyber Security. Schools have cyber bullying policies in place and parents have their own strategies in place within their home. A joint initiative and awareness can only improve cyber security for students and their families. Recently we have had the Police Youth Liaison Officer talk to our year 5 and 6 students regarding safety on the web. Many schools are using a similar strategy.

Observations generated from those meetings and from throughout the year highlight the need for safety particularly with social networking sites. Sites like Snapchat, KIK, Facebook, Instagram, Flickr and BEBO all have an over 13 age limit yet a large number of our students have advised they use these sights. Over half of our students advised that they have their own computer in their room unsupervised. The best practice is having computers in communal areas like family rooms. It’s not snooping but rather a safety measure. Students are generally oblivious to the goings on of the outside world – they feel safe and secure within their own room or house. A regular conversation needs to be held. We must continue to stay vigilant!

This year we said goodbye to Mrs Dewhurst, who finished her teaching career with us. What an
outstanding teacher Mrs Dewhurst has been over a long period of time. Her dedication and commitment to the school community was unquestioned. Ill health shortened her career. Oyster Bay is all the better for Mrs Dewhurst’s career. On behalf of the whole school community I wish Mrs Dewhurst all the very best for her future.

Have a very safe and happy Christmas and New Year.

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.

Mark Meacham

P & C message

What an exciting year to be part of the Oyster Bay Public School P&C. 2013 has certainly been a productive and rewarding year. This is due to the dedication and commitment of the P&C and all sub-committees, parent volunteers and all our hard working teachers lead by Mr Meacham and his executive team.

The biggest achievement of the P&C this year is the funding of the new artificial turf playground located on the primary site. What a transformation! What was once a very unappealing play area is now a vibrant playground incorporating many different sports options and passive areas as well as being visually exciting and uplifting. I am thrilled to be a part of the team that lead this project and would like to thank the members of ‘the turf committee’ Mr Meacham, Rebecca Rathbone, Pauline Biggs and Wendy Collier for their time, input and decision making in regards to this huge project. The positive feedback from students, parents and teachers has been overwhelming and the end result is fantastic!!

This project came to a total of $97,500 being a $75,000 contribution from P&C and a $22,500 from school funds.

In addition to our new playground the P&C has also funded

- jerseys for the newly formed Rugby league PSSA team.
- new athletics singlets for cross country and zone carnivals.
- brand new school blazers for our parliamentarians and children representing Oyster Bay in competitions. (donated by uniform shop)
- many other valued resources used by our teachers on a daily basis.

None of this would not have been possible without our annual Art and Craft Festival and I would like to thank all members of the hard working Art and Craft Committee for again organizing a fantastic weekend. A special mention to our two outgoing conveners Frank Bishopp and Stefan Romenyko for all their time and effort they put into their roles - you will be missed! Also the amazing Kate Redpath who has worked tirelessly for many years as secretary - thank you for all your years of commitment and hard work for our school. Thank you to Stu Wood in leading the Art and Craft Committee again next year as Solo convener.

The Uniform committee - run solo this year by Peta Van De Woerd - a huge thank you for all your time and effort in running this great service for our families.

Thank you to the Canteen Committee - Donna Turner, Caroline Hills, and their team for providing an extremely popular and vital service to our school. Special mention to Jodie Friedrich, Emma Larkins and Louise Phillips for working tirelessly behind the scenes with mothers and fathers’ day stalls, sushi days and fun lunches.

The role of Safety officer performed by Lara Karakatsanis - is very much appreciated for the many hours of hard work and expertise you have given to the position this year.

Thank you to our Principal Mark Meacham for providing myself and the P&C executive with support and guidance throughout the year. He always gives his time with great patience and good humour!

To my co executives of the P&C, Rebecca Rathbone, Julie Simpson, Nicole Jones and Pauline Biggs, What can I say? What a great team to work with. Thank you very much.
I feel honoured to be part of such a hard working school community and thank everyone for their support throughout the year.

Alex Hills
P&C President 2013

**Student representative’s message**

*Presentation night speech*

My name is Georgia Brownhill and I am the Student Prime Minister of Oyster Bay public school.

My name is Rachel Fitzpatrick and I am the Speaker of the House. First I would like to thank all the teachers who have helped us throughout our infants and primary school life. We both started at Oyster Bay public school in kindergarten 2007.

Although my first day of school was nerve racking and frightening it wasn’t long before I found a friend as the days and weeks went by I gradually made many friends and many of those I still have today.

We’ve had a wonderful 7 years at here at Oyster Bay Public School and we’d like to thank our parents, teachers and fellow students for making it so fantastic. We’ve thought about all the things we remember and come up with an A-Z of Oyster Bay Public School, so here it is:

**A** is for the Arts and Craft Festival

**B** is for band

**C** is for camps and choir

**D** is for dance and discos

**E** is for excursions and the exhibition

**F** is for fun lunches and friends

**G** is for grass, fake, but still grass

**H** is for homework and, even better, holidays

**I** is for interschool sport (that’s PSSA)

**J** is for Jump Rope for Heart

**K** is for kindergarten buddies

**L** is for lolly wreaths

**M** is for memories and Mr Meacham

**N** is for Naplan

**O** is for Oyster Bay Idol

**P** is for Parents, Parliament and Public Speaking

**Q** is for queuing at the canteen for Mrs Turner’s delicious food

**R** is for reading, wRiting and aRithmetic

**S** is for sports options

**T** is for theme

**U** is for University of NSW tests

**V** is for volunteers

**W** is for Mrs Wallace’s mosaics

**X** is for Xylophone (Caitlin plays it)

**Y** is for year 6 fun day and yummy cake day

**Z** …………. well, if you can think of a good word for Z, come and see us afterwards.

It took 7 years but we finally made it to year 6. As I continue my role as prime minister from start to finish it has now come time to hand over the role of prime minister to Abi. I wish all the 2014 parliamentarians luck. I hope all my fellow year 6 students good luck in high school.

Georgia Brownhill – Student Prime Minister

Rachel Fitzpatrick – Parliamentary Speaker

**Student information**

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

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>188</td>
<td>183</td>
<td>182</td>
<td>189</td>
<td>202</td>
<td>210</td>
<td>226</td>
</tr>
<tr>
<td>Female</td>
<td>181</td>
<td>178</td>
<td>169</td>
<td>155</td>
<td>164</td>
<td>164</td>
<td>170</td>
</tr>
</tbody>
</table>
Management of non-attendance

Parents/Carers are contacted when a student non-attendance is not explained or excessive. Parents/Carers may put in for exemptions for long term absences. The Home School Liaison Officer checks teacher’s roles regularly with recommendations fed back to the school and/or individual teacher re improving practices.

Workforce information

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

Note that 0.2 is the equivalent of 1 day a week.

The school uses tandem teachers across four classes. To sets of team teaching operate with senior classes.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>13</td>
</tr>
<tr>
<td>Part Time teachers</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher – Release from face to face</td>
<td>0.672</td>
</tr>
<tr>
<td>Teacher of New Arrivals</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administration Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Administration Officer</td>
<td>1.622</td>
</tr>
<tr>
<td>Split Site Allocation</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Learning Assistance Support teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There are no members of staff with Aboriginal background. 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>100</td>
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<tr>
<td>Postgraduate</td>
<td>75</td>
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<tr>
<td>NSW Institute of Teachers</td>
<td>25</td>
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</table>

Financial summary

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

Date of financial summary 30/11/2013
**Income**

<table>
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<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$69189.73</td>
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<tr>
<td>Global funds</td>
<td>$227426.04</td>
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<tr>
<td>Tied funds</td>
<td>$64256.09</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$356080.67</td>
</tr>
<tr>
<td>Interest</td>
<td>$3844.42</td>
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<tr>
<td>Trust receipts</td>
<td>$20583.06</td>
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<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$741380.01</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$32251.30</td>
</tr>
<tr>
<td>Excursions</td>
<td>$71735.02</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$137764.94</td>
</tr>
<tr>
<td>Library</td>
<td>$5754.03</td>
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<tr>
<td>Training &amp; development</td>
<td>$844.65</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
<td>$49286.50</td>
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<tr>
<td>Administration &amp; office</td>
<td>$66210.43</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$52413.87</td>
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<tr>
<td>Maintenance</td>
<td>$30386.85</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$22430.80</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$97500.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>$624486.55</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>$116893.46</td>
</tr>
</tbody>
</table>

The school is targeting an asset replacement of $20000 for major structural works to boundary fence on Short Street Campus as well as $15000 set aside for replacement of sound system in school hall.

A full copy of the school’s 2013 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 2013**

**Premiers Spelling Bee**

All students in Years 2-6 participated in our school Premier’s Spelling Bee. Six students were successful in competing at the Regional Final. Staff, parents and students all enjoyed the challenge and it was an excellent learning experience.

**The Arts**

This year in Visual Arts we had the “Artist in Residence Program” with artist Ken Tucker, in Terms 3/4. The children, from years 3-6, produced an exceptional joint artwork, ‘Mural of Oyster Bay’, which can be viewed in the Primary Foyer. At the Oyster Bay Art and Craft Festival we had close to 100 children enter the Children’s Art Competition submitting high quality artworks. Again in 2013 mosaics was a high point for many Year 4 students. The creativity and skill shown in the resulting individual pieces was amazing.

Interested children in Year 5 and 6, were involved in “Film by the Sea” this year, making a movie called “The Watch Bag”. The children all participated in an AFTA workshop on film making and the Enrichment Group wrote the storyboard for the film. “The Watch Bag” received a Commendable from the judges. Year 4/5 also made a movie called “A Sunny Drama”. The film was written, filmed and directed by the children, who enjoyed the experience immensely.

**Dance**

Kindergarten and Year 1 Dance Groups performed at the Arts and Crafts Festival and were enthusiastically received by the audience. Repeat performances were called for throughout the year.

The Junior Dance Group consisted of 31 Year 2 and Year 3 students. The Senior Dance Group had 27 students from Years 4 - 6. Both groups excelled under the tuition of Ms Wendy McMahon from WAM Dancers. The dancers...
performed at the Arts and Crafts Festival, Sutherland Shire Schools Music Festival, Kurrunulla Dance Competition, and Presentation Night. Their impressive costumes complimented their outstanding performances. Mrs Lovell coordinated the program and was appreciative of parental assistance at all times. The students enjoyed the program and agreed they had learnt so much about dance and improved their skill level.

**Band**

The Oyster Bay School Band program ran extremely well this year participating in a number of events including Band Fest and Band Blow in. They also added some new initiatives this year which included making a film clip to their music and playing center stage at our annual School Presentation night.

There are two Bands available to the students. The Training Band is for novice students, mainly from year 4. They developed their knowledge and skills on their individual instruments while learning to play as a team in the Training Band Concert Band. The Performing Band is made up of students with at least 1 year experience on their instruments. Both bands have a 1 hour rehearsal each week and all members have a 30 minute tutorial each week.

The Bands have a number of performance opportunities during the year. Both Bands take part in the Bandfest, Showcase Night and the Oyster Bay Art & Craft Festival. In addition the Performing band takes part in Easter Parades, Book Week activities, Presentation Night and a two day Band Camp. The Training Band are involved in ‘Blowin’, a full day experience playing with Training Bands from all over the Shire. A number of ensemble Groups also provided entertainment for parents during Orientation activities.

The quality of the performances is guided by Mrs Jenny Williams (Conductor), Mr Brendan Wall & Mrs Christine Cuthbertson (Co-ordinators) and a wide range of very talented Tutors.

**Senior Choir**

Sixty-Five students from Years 3-6 made up the senior choir in 2013. These students participated in the Sutherland Shire Schools Music Festival, school based performances, including the Art and Craft Fair and the 3-6 Presentation night. Students rehearse weekly during creative arts mornings, led by Miss Wiatkowski.

**Sport**

Tonight we are here to also celebrate the children’s success and achievements in Sport.

In Summer PSSA, children competed in touch football, cricket, kanga cricket, boys and girls teeball and boys and girls softball teams.

In Winter PSSA, Children competed in Junior and Senior Netball,
Junior and Senior Soccer, and Junior and Senior Rugby League teams.

Congratulations to the Senior B team who competed in the finals.

We had children represent OB in Zone carnivals for Swimming, Cross Country and Athletics. Children also represented Sutherland Zone teams in Cricket, Rugby League, Touch Football and Soccer.

Children have competed in Region teams in Hockey, Softball, Tennis and Water Polo. As well as children competing at Region in Swimming, Cross Country and Athletics.

At State level children competed in Athletics both individually and also in the Senior Boys Relay team. A fantastic achievement.

At all these events the different team managers have commented on OB children’s fair play, sportsmanship and integrity. It is wonderful to see the children display the OB spirit and values through their sport.

This year we are also recognising children in School Sport which also includes the Sport Options program with an award. It will be for one Junior Boy and Girl and for one Senior Boy and Girl.

Thank you to the teachers who coached the different teams as most of the training was before school.

Many thanks go to the parents who helped with training, coaching and transporting children to the different sporting events. The children really appreciate it and love seeing you there.

Well done to all our students and we certainly look forward to more sporting achievements in 2014.

After school hockey competition continued.
Students participated in a Water Polo Gala Day. A Sports Option Program ran in Terms 1, 3 and 4. Mr Lyle ran a Year 5/6 sport program. Mr Lyle trained Zone Athletic runners. A Fundamental Movement Skills Program ran in Term 1 and 4 for K-1. This was also enhanced by Mr Lyle’s sessions fortnightly. A K-1 Balance, Rhythm and Movement program ran in Term 2 whilst a K-2 dance Program ran in Term 3. Year 2 was involved in a Learn to Swim Scheme in Term 1.

**Academic achievements**

**NAPLAN**

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.

- Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
- Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
- Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
- Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 3 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>445.0</td>
<td>441.5</td>
<td>418.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
</tr>
</tbody>
</table>

Students performed at or above State and Similar School Average in 80% of questions. Girls showing a downward trend since 2011. Need to increase percentage of students producing Band 6.
Students performed 10% above State level in Band 6. Girls showing a significant downward trend since 2011. Boys showing a consistent upward trend since 2011. Area of focus year 3 girls spelling.

Performed approximately 10% above State average of children in Band 6. Consistent upward trend since 2009 for Year 3 boys. Number of students in band 1 needs to be reduced.
Showed an increase of 7.5% of children in Band 6. All students in year 3 on a slow downward trend since 2011. Boys performing above State level for first time since 2011. Girls performing above boys but have shown a downward trend since 2011.

NAPLAN Year 3 - Numeracy

Year 3 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>425.9</td>
<td>425.9</td>
<td>399.7</td>
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</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>10</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>2.1</td>
<td>12.8</td>
<td>29.8</td>
<td>40.4</td>
<td>14.9</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>1.6</td>
<td>2.8</td>
<td>12.2</td>
<td>31.2</td>
<td>31.6</td>
<td>20.7</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
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<td>16.5</td>
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<td>28.2</td>
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<tr>
<td>State DEC % in Bands 2013</td>
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<td>9.7</td>
<td>22.7</td>
<td>27.8</td>
<td>23.0</td>
<td>13.3</td>
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</tbody>
</table>
Students in Year 5 performed at or above State and Similar School Groups in 80% of questions. No obvious gender trends identified. Need to increase number of students performing in Band 8. Growth rate of students from Years 3 to 5 in reading well below State growth.

Year 5 NAPLAN Spelling

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>539.0</td>
<td>530.5</td>
<td>499.7</td>
<td></td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
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<td>1</td>
<td>9</td>
<td>10</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>2.2</td>
<td>20.0</td>
<td>22.2</td>
<td>31.1</td>
<td>24.4</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>1.3</td>
<td>4.3</td>
<td>21.2</td>
<td>30.7</td>
<td>26.0</td>
<td>16.5</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>2.5</td>
<td>4.4</td>
<td>16.3</td>
<td>25.4</td>
<td>29.0</td>
<td>22.5</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>6.9</td>
<td>9.2</td>
<td>21.7</td>
<td>26.2</td>
<td>23.1</td>
<td>12.9</td>
</tr>
</tbody>
</table>

Strong results in spelling across all bands. Performing 11% above State average in Band 8. Very significant results in spelling for both boys and girls.

Year 5 NAPLAN Grammar and Punctuation

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>543.0</td>
<td>533.2</td>
<td>501.3</td>
<td></td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>11</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>2.2</td>
<td>11.1</td>
<td>24.4</td>
<td>31.1</td>
<td>31.1</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>4.3</td>
<td>5.2</td>
<td>11.7</td>
<td>24.2</td>
<td>32.5</td>
<td>22.1</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>1.8</td>
<td>4.8</td>
<td>17.6</td>
<td>21.7</td>
<td>25.7</td>
<td>28.4</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>5.8</td>
<td>10.9</td>
<td>23.0</td>
<td>21.4</td>
<td>21.4</td>
<td>17.4</td>
</tr>
</tbody>
</table>
Strong results in grammar and punctuation across all bands. Performing 12% above State average in Band 8. Very significant results in grammar and punctuation for both boys and girls.

Performing approximately 5% above State average in Band 8. Need to increase number of students in bands 6 and 7.

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2013</td>
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<td>502.0</td>
<td>476.6</td>
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<tr>
<td>Number in Bands</td>
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<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>4.4</td>
<td>8.9</td>
<td>33.3</td>
</tr>
<tr>
<td>School Average 2011-2013</td>
<td>1.6</td>
<td>7.1</td>
<td>37.0</td>
</tr>
<tr>
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<td>4.1</td>
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<tr>
<td>State DEC % in Bands 2013</td>
<td>8.0</td>
<td>10.3</td>
<td>33.4</td>
</tr>
</tbody>
</table>

Year 5 NAPLAN Writing

<table>
<thead>
<tr>
<th>Percentage in bands: Year 5 Grammar &amp; Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bands</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
</tr>
<tr>
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</tr>
<tr>
<td>State DEC % in Bands 2013</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage in bands: Year 5 Writing</th>
</tr>
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<tbody>
<tr>
<td>Bands</td>
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</table>
Other achievements

2013 was another successful year for our school in the NSW Premier’s Reading Challenge with 100% of our students K-6 conquering the PRC and receiving a certificate of completion. This year 50 students received a Gold Certificate to recognise their fourth year of completing the Challenge, while 47 students received a Platinum Certificate recognising their seventh year of completing the challenge.

Middle Years Project

Oyster Bay Public School year five students, along with seven other local primary schools were fortunate enough to participate in The Middle Years Project. This is a State funded project which students attended for two half day sessions at The Jannali High School.

The aim of The Middle Years Project is to develop positive relationships and encourage leadership skills between the two groups of students.

The Jannali High School student leaders created a programme about growing sustainable crops in Ethiopia. All the students worked together to grow the crops. They enjoyed interacting and learning from the older children.

This programme enabled our students to experience some of the many opportunities which are available at their local High School.

Significant programs and initiatives

Aboriginal education

A partnership was formed between our school and a school in the Northern Territory for students to exchange letters, learning about cultural and geographical differences, and comparing similarities. This partnership gave a personal dimension to Aboriginal perspectives across all Learning Areas.

We participated in the Indigenous Literacy Foundation Book Swap which raised funds to supply books to remote communities. Our school leaders were invited to participate in the launch of this program at the Sydney Opera House.

All of our students enjoyed the Jollybops Aboriginal Science Show which exposed them to numerous aspects of indigenous culture. This show began our celebrations for Naidoc Week, which also included Dreamtime Stories, Aboriginal Performers, and Aboriginal Art.

Multicultural education

Students are encouraged to present to class various cultural experiences they or their extended family have a background in and which will broaden all students understanding.

Students continue to experience a strong integration of multicultural perspectives within the curriculum.

A New Arrivals teacher has been on staff working with a growing number of students with no or very limited English.

The school celebrated Harmony Day by joining in a range of harmony day activities across both sites.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

Surveys using Survey Monkey of key stakeholders

Staff workshops

<table>
<thead>
<tr>
<th>Year 5 NAPLAN Numeracy</th>
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<tbody>
<tr>
<td>Average score, 2013</td>
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<td>490.1</td>
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Staff workshops
School planning 2012—2014: progress in 2013

School priority 1
Target: Highly Connected Relationships-Transitions

Outcomes from 2012–2014
Support program for students entering Kindergarten; and
Ensure regular visits to both sites by student leaders and buddy program

Evidence of progress towards outcomes in 2013:
Settled beginning to school year for new students and their families;
Parliamentary leaders attend weekly K-2 Assemblies and help run those assemblies

Strategies to achieve these outcomes in 2014
Identify needs of students by visiting pre schools before students commence schooling; and
Monitor effectiveness of student leaders attending assemblies.

School priority 2
Curriculum Implementation

Outcomes from 2012–2014
Introduction of the new curriculums

Evidence of progress towards outcomes in 2013:
Engaged with training of curriculum implementation in English with consultants training of school based English Literacy Leaders;
Staff lead through new English implementation and development of Units of work; and
Staff selected as Numeracy Leaders for 2014

Strategies to achieve these outcomes in 2014:
DEC online training of English Curriculum and Combined Schools (15 schools) professional training day at Bankstown Sports Club; and
School based English Literacy Leaders continue to raise awareness and provide support for Oyster Bay Public School in English implementation.

School priority 3
Develop teachers’ skills in identifying GAT students

Outcomes from 2012–2014
More students participate in G&T based activities across curriculum

Evidence of progress towards outcomes in 2013:
15% of students participated in Film By The Sea project;
25% of students involved in Children’s Art Competition within the Oyster Bay Art and Craft Festival; and
G&T art students identified and participated in Artist In Residence Program producing a mural for the school foyer.

Strategies to achieve these outcomes in 2014:
Continued involvement in Artist In Residence Program;
Better understanding by staff of Create South; and
Raise status of Children’s art competition by having judges from Hazelhurst art gallery directly involved.

Professional learning
At Oyster Bay in 2013 we have continued the school’s practice to actively encourage and support staff in their ongoing professional learning.

The Committee of the Teacher Professional Learning Funds consists of the Principal, two Assistant Principals and one classroom teacher. The committee meets regularly to discuss professional learning opportunities and to decide on the allocation of available funds. Teachers are able to advise the committee of specific areas in which they would like to extend their professional development.

All teachers were involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional development takes many forms including whole school staff development days, subject specific inservices, meetings and conferences. When individual staff members attend an inservice course, they then share their acquired knowledge with the staff, which aids in developing a culture of professional learning and teacher leadership.

In 2013, we have once again achieved the goals we have targeted for Professional Development
at Oyster Bay PS. This was in spite of the fact that our budget allocation was reduced in real terms. Most courses involve significant fees, and the financial consideration of replacing staff members with casual teachers is often prohibitive. Again this year, there were many occasions in which staff members attended inservice courses in their own time and then presented and shared their knowledge, so that other staff members could benefit from their professional learning. On many occasions this year, staff members attended courses after school hours. A strong and supportive collegiate body has enabled our school to develop the knowledge, practices and attitudes that are needed to achieve agreed goals and expectations.

A major focus for 2013 has been preparation for the introduction of the new Australia wide English Curriculum which is mandatory from 2014. Three staff members attended courses throughout the year where they undertook training to learn all facets of the new curriculum. They then presented training modules to all the staff on a regular basis. New units of work have been developed and existing units have been researched and adapted. All staff at Oyster Bay will be well equipped to begin teaching the new English Curriculum from Term 1 in 2014.

Towards the end of the year, staff members who will be training others in the new Maths Curriculum, began their courses in preparation for full implementation in 2015.

**In 2013 all teaching staff completed the following professional development courses:**

- DET Code of Conduct – Revision and update
- Child Protection Update
- Learning Support Team – Review of Functions and Procedures
- Emergency e-care online training course
- Anaphylaxis update: training with new epipens
- Anaphylaxis e-learning course
- Literacy resources update
- Diabetic Training Session
- Momentum Software Training
- The Learner and the New Curriculum (introducing the new syllabuses with a focus on diverse learning needs in the 21st Century)

Presentation by Jane Caro, Author, Lecturer and Media Consultant: The Process of Change

Therese Corben, DEC Literary Consultant: Setting the Scene in English; What’s New in English; Developing Units of Work Utilising Asian and Aboriginal Texts.

Mandatory Online Training Modules for new English Curriculum

Momentum Software Training Session 2

Anaphylaxis Refresher Course

Further modules in developing units for the new English Curriculum

Behaviour Management Review: Information and Implementation

21st Century Learning and the Literacy Continuum (further modules from The Learner and the New Curriculum)

Planning Literacy and Numeracy

New English Syllabus – Concepts and Planning

Cerebral Palsy Awareness

NAPLAN Smart Data and Adobe Connect

**Other professional learning by individuals or small groups in 2013 included:**

- Sutherland Shire Schools Music Festival – Junior and Senior Choir Teacher Training Workshops
- Restorative Justice training for new staff members
- Best Start Stage 1 Training Update
- Aspire Leadership Course
- Sydney Region ICT – Computer Coordinators Professional Learning Days
- Christine Richmond Classroom Management Micro-Skills Course
- PSSA Netball Workshop
- Sutherland Shire Teacher Librarian Course – “Is the Book Still Relevant?” plus SMART School Libraries
- Robotics in the Classroom
- The Science of Learning – TeachMeet Australian Curriculum Science Forum
- Anti-Racism Contact Officer Update Refresher Course
- Sydney Region Learning and Support Training Day
Live Life Well @ School Sharing Workshop
Implementing the New Curriculum – team leaders training days
Notebook Training Session
Behaviour Management Review and Formulation
Best Start Software Update
Analysing NAPLAN Literacy and SMART Data
NAPLAN Numeracy Follow Up
New English Syllabus – Concepts and Planning
Southern Sydney Environmental Education Network Meeting
Southern Sydney and Sydney Region Teacher Librarian Network Meeting – “Cultural Weeding”
Learning Support Team Network Meeting
Using Support Materials for the Numeracy Continuum
Leading Change in Mathematics
Meet Manager Workshop – Swimming

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Program evaluations    Mathematics

Background
56 parents, 94 students and ten teachers responded to a survey on Mathematics. The survey was conducted online using the Survey Monkey tool.

Findings and Conclusions
Parents
85.7% believe that their child enjoys Mathematics;
71% believe that their child confidently ask their teacher for help with Mathematics;
87.5% feel confident with helping their child with Mathematics;
60.7% understand how their child is taught Mathematics;
85.7% would find workshops in Mathematics useful;
46.4% are aware that a new Mathematics Curriculum will be mandatory in 2015;
98.2% feel that the Mathletics program is valuable;
79.3% believe their teacher challenges their child in Mathematics;
39.3% believe their child needs extra support in Mathematics;
91.8% believe our school is well resourced with Maths equipment.

Teachers
90% believe that is important to integrate Mathematics across the curriculum;
100% believe that they have a strong understanding of how children learn Mathematics;
100% are confident in teaching Mathematics;
90% have a strong understanding of the current Mathematics curriculum;
90% are aware that a new Mathematics Syllabus will become mandatory in 2015;
100% agree that the school has appropriate and adequate maths resources;
100% of teachers are confident in differentiating the Mathematics curriculum;
90% are confident in assessing students in Mathematics;
100% believe their students have a positive attitude towards Mathematics.

Students
79.8% like learning about Mathematics;
94.6% believe Mathematics is useful in everyday life;
84.9% agree they are good at Mathematics;
66.6% think that they could do more difficult Maths problems than they are given;
79.3% like to work in a group during Maths lessons;
91.4% believe their parents are able to help them with Mathematics;
88% like participating in Maths lessons;
98.9% believe they keep trying in Maths even when the problem is hard;
91.4% fell confident asking their teacher for help with Mathematics;
44.1% use Maths equipment to help them understand Mathematics;
66.7% can explain how they solve a Maths problem;
81.7% believe Mathletics helps them understand Mathematics;
67.8% enjoy Mathletics.

Future Directions
In conjunction with the implementation of the new Mathematics Syllabus, parent workshops in Mathematics would be beneficial. Greater communication between home and school would be beneficial to more effectively utilise the Mathletics Program. Differentiating the curriculum and providing quality learning activities continues to be important to cater for individual needs.

Culture
Background
108 students, 45 parents and 13 staff responded to the survey on culture. The survey was conducted on line using the Survey Monkey tool.

Findings and conclusions
Students
94% felt that the school leaders had a positive influence on the school culture.
88% felt that the school praises and rewards students who are successful.
82% felt that usually or almost always the students are the school’s main concern.
89% believed that the students support what is happening in the school.
93% were proud of their school.
94% felt that the school encourages students to learn and achieve their best.
92% believed that the school makes changes to what it does and continually tries to do things better.
83% felt that school leaders are open to new ideas.

Parents
90% felt the school had an understanding of the families in the local community.
89% felt that the school leaders had a positive impact on the school culture.
81% believed the school often praises and rewards individuals who are successful.
97% felt the students are the school’s main concern.
86% felt parents support what is happening at the school.
95% were proud of their child’s school.
97% felt that the school encourages new students and their families to be involved in school activities.
89% felt the school appreciates having their child as a student.
82% felt the school encourages students to achieve their best.
89% felt the school encourages everyone to learn.
74% felt the school caters for the learning needs of all students.
84% felt the school is continually finding ways to improve what it does.
94% felt that the school’s core values are reflected by the staff.
87% felt that the school’s core values are reflected by the students.

Parents felt that the strengths of the school were that the school takes a holistic approach to children’s development, valuing community spirit, kindness and generosity.

Teachers
100% felt the school had an understanding of the families in the local community.
99% felt that the school leaders had a positive impact on the school culture.
100% believed the school often praises and rewards individuals who are successful.
100% felt the students are the school’s main concern.
99% felt parents support what is happening at the school.
100% were proud of the school they worked in.

100% felt that the school encourages new students and their families to be involved in school activities.

82% believe they are a valued staff member.

93% strongly felt the school encourages students to achieve their best.

100% believe the school encourages everyone to learn.

85% felt the school caters for the learning needs of all students.

70% felt the school is continually finding ways to improve what it does.

100% felt that the school’s core values are reflected by staff.

100% felt that the school’s core values are reflected by students.

It was perceived that despite the restraints of split sites and the need for a greater amount of resources the staff worked well together displaying teamwork and professionalism and the concerns and welfare of the students was paramount to all.

**Future Direction**

Students, teachers and parents conveyed a consensus of cooperation and positive community spirit in the school.

A more explicit explanation of the role of the Learning and Support Teachers may assist in providing an insight to the community of school catering for the learning needs of students.

Teachers felt that greater professional development was needed to stay on top of current changes in education.

**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.

Mr. Mark Meacham Principal

Mrs. Alex Hills President of the P&C