

School Excellence Plan 2025-2028

Ocean Shores Public School 1227



School vision and context

School vision statement

At Ocean Shores Public School we foster a school culture of excellence in teaching and learning that promotes wellbeing and engagement for all. Positive, respectful relationships underpin everything we do.

School context

Ocean Shores Public School was officially opened in 1993 following the closure/relocation of Billinudgel Public School. The school has 12 permanent classrooms so is unable to accept non-local enrolments in mainstream classrooms. There are currently two support classes for students with autism, moderate intellectual disability or physical disability and 11 mainstream classes.

Student enrolment is currently 292 students, with 5% of students identifying as Aboriginal and/or Torres Strait Islander and 17% of students having English as an Additional Language or Dialect (EAL/D) and 17% of students who have a Language Background Other than English (LBOTE).

The school is supported by an active Parents and Citizens Association (P&C) who work collaboratively in partnership with the school to run fundraising events to enhance learning opportunities provided within the school. The community has high expectations in regard to academic performance and also places high value on student wellbeing, sporting, creative arts and environmental education.

A comprehensive situational analysis has been conducted which led to the development of the 2025-2028 Strategic Improvement Plan, both of which involved consultation with students, staff, parents and the local Aboriginal Education Consultative Group (AECG).

The school has identified system-negotiated target areas in reading and numeracy. We are committed to continually improving effective classroom practices with high impact professional learning for all staff being the key to ensuring this. Work will take place on developing consistency across the whole school regarding the implementation of effective evidence-based teaching methods including formative assessment techniques. Additionally staff will be supported in developing a consistent understanding of data concepts, analysis and use of student assessment data to identify student achievements and progress to inform teaching and learning.

Strategic Direction 1: Student growth and attainment

Purpose

The school community is driven by a shared commitment to academic excellence and continuous growth, underpinning a culture focused on learning and improvement.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2027

To achieve an uplift of 8 points in year 5 NAPLAN reading mean scaled score by 2027

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2027

To achieve an uplift of 10 points in year 5 NAPLAN numeracy mean scaled score by 2027.

Initiatives

Effective teaching practices

All teachers use explicit evidence-based reading and numeracy teaching strategies; clearly explaining to students what they are learning and why, checking for understanding and providing effective feedback.

- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.
- Student agency is developed through embedded processes for receiving, reflecting and providing feedback on their learning that is analysed and used to inform teaching.

Data-informed decisions

Teachers triangulate between a range of data sources to determine the effectiveness of teaching practice and inform future directions to meet the reading and numeracy learning needs of all students.

- Teachers take shared responsibility for student improvement and contribute to a transparent learning culture.
- The most relevant and high impact student progress and achievement data is used to inform key decisions such as professional learning, resourcing and implementation of new programs or initiatives.

Success criteria for this strategic direction

- Teachers provide explicit, specific and timely formative feedback related to defined success criteria and students have a clear understanding of how to improve.
- Teaching and learning programs are dynamic, showing evidence of differentiation to meet the needs of all students from a diverse range of backgrounds and learning needs.
- Teachers critically reflect on their practice and successfully use relevant student data to inform planning, adjust teaching strategies, and identify targeted interventions.
- Staff collaborate to actively evaluate, share, and discuss learning from targeted professional development to improve school-wide practice.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student learning outcomes in reading and numeracy?

Data:

A combination of data sources will be used to determine impact. These will include:

External student performance measures:

- * NAPLAN and SCOUT data
- * Check-in assessments

Internal student performance measures:

- * PLAN2
- * NSW Department of Education assessments
- * School-based assessments

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- * Student work samples
- * Teaching and Learning programs

Additional data sources:

- * School Excellence Framework

Analysis:

Data analysis will be embedded within the initiatives through progress and implementation monitoring to determine the extent to which the purpose and improvement measures have been achieved.

Implications:

Rigorous analysis of data is used to determine impact, and guide ongoing planning, implementation and future actions.

Strategic Direction 2: Culture and connection

Purpose

The school promotes whole school wellbeing, fosters meaningful connections and cultivates a strong, inclusive culture.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 88.75% in 2023 to 90.25% by 2027.

Initiatives

Positive, respectful relationships

Positive and respectful relationships are evident throughout the school community, promoting wellbeing and creating an optimal environment for learning across the school.

- All members of the school community model positive, respectful relationships and hold high expectations of self and others. Restorative practices are employed to build trust, promote belonging, prioritise wellbeing, and strengthen connections.
- Students feel safe, valued and supported, actively contributing to school life through student voice, leadership opportunities and respectful peer interactions.

Wellbeing and engagement

All members of our school community feel valued, included and supported.

- There is a school wide data-informed approach to support student and staff wellbeing.
- Students strive to attend school every day to support their academic achievement, wellbeing, and social development, while also fostering a positive and inclusive school culture.

Success criteria for this strategic direction

- The whole school community contributes to and benefits from a positive, respectful, and inclusive culture where everyone feels a sense of belonging.
- Staff are committed toward strengthening partnerships with students, families and community to identify and achieve individualised personal goals.
- Teachers, parents and community work together to foster inclusive environments to support attendance where all students can realise their educational potential.
- Students feel valued and know their voices are heard, contributing to a school environment where their opinions and contributions matter.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of attendance, culture and connection?

Data:

A combination of data sources will be used. These will include:

- * NSW Public Schools survey data
- * Sentral/School Bytes data
- * People Matter Employee Survey
- * School-wide Evaluation Tool results
- * Learning and Support meeting minutes
- * Personalised Learning Plans
- * Internal and external student performance measures

Analysis:

Strategic Direction 2: Culture and connection

Evaluation plan for this strategic direction

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications:

Rigorous analysis of data is used to determine impact, and guide ongoing planning and implementation.