2010 Annual School Report
Otford Public School

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

Students

Otford Public School provides a happy and safe environment where children want to learn and where teachers enjoy teaching. It is a place where parents and the school work in a partnership to enhance learning. All students are encouraged to work to their optimum levels, to discover and develop all their talents, to develop a love of learning and to become worthwhile citizens of our community.

Staff

Our school has a dedicated and caring staff with positive student welfare programs in place. Otford Public School has three full time teaching positions, including one held by the teaching principal. Two part-time positions provide relief from face-to-face teaching for all teachers, relief for the teaching principal, library and literacy support for students. The school employs one full-time School Administrative Manager and a School Administrative Officer one day per week. Two of the teaching positions are job-shared positions and all staff demonstrate that they are committed to providing our students with a supportive and stimulating learning environment.

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

Significant programs and initiatives

Connected Learning

The students at Otford Public School continue to be at the forefront of technological application in the classroom. Each of the three classrooms has access to a bank of computers while all students in Years 4, 5 and 6 have been provided with their own laptop through the school’s 1:1 laptop program. This provides these students with the opportunity to engage in, and take responsibility for, their own learning anywhere and at any time. The use of technology is integrated into all Key Learning Areas (KLAs) and the use of web 2.0 tools is becoming increasingly utilised.

Interactive whiteboards are consistently used in all classrooms, including a Connected Classroom, with video-conferencing facilities, which was installed February 2010.

All teachers were engaged in Teacher Professional Learning (TPL) sharing opportunities throughout Terms 1 and 2. Teachers within the school each acted as facilitators in workshops during our fortnightly TPL meetings, demonstrating and sharing their teaching and learning skills in the use of ICT. Professional dialogue around the use of interactive technologies has been maintained throughout the year and is of high priority.

Student achievement in 2010

The pursuit of academic excellence for all students is of high priority. Results achieved by students in Years 3 and 5 in the national testing program, NAPLAN, continue to be of a high standard. 100% of students in both Years 3 and 5 achieved above minimum national standards in both Literacy and Numeracy.

Messages

Principal’s message

Otford Public School is a small community school located on the southern edge of the Royal National Park, approximately 37 kilometres north of Wollongong. The school is typically rural, yet modern in its facilities. The school’s motto is “We Learn and Grow Together.”

We are committed to promoting high expectations and positive values in a quality teaching and learning environment. The students are immersed in a wide variety of learning experiences and engage in a rich and varied curriculum.

All Year 6 students act as school leaders for the period of one term and act as leaders in our Peer Support program. The school is committed to ensuring that students are acknowledged and rewarded for their achievements through our Student Welfare and Fair Discipline policy, and The Fish Philosophy underpins the school’s values. Our experienced staff implement highly successful...
programs in literacy, numeracy, student welfare, technology and sport. All staff place a strong emphasis on the explicit teaching of literacy and numeracy skills.

Each student is encouraged to strive for excellence and to achieve their full academic, physical and social potential through the development of skills necessary for lifelong learning. Otford Public School provides a technology rich learning environment that reaches beyond the classroom. Students are encouraged to engage in their own learning through the use of computer technology; all students in Years 4 to 6 are issued with a laptop computer that is available for use at home.

Our school is supported strongly by the parents and communities of Otford and Helensburgh. We are fortunate to be working with parents who are very committed to providing support for the school and encouragement for their children. We also have a strong P&C Association who work closely with the school to provide the best possible learning environment for their children.

This report provides details of our achievements in 2010 and sets the foundation for future growth through the provision of targets for school improvement. In working with students, staff and parents, we can continue to work on building our school’s outstanding reputation for providing quality teaching and learning for our students.

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.

Anne-Marie Hurley

P & C message

The P&C was again able to contribute to the well being of the school community. Our fundraising assisted with the purchase of several reading resources, including home reader books and Book Week titles. Another key achievement this year was a high participation rate in P&C activities from parents.

The P&C also fulfils the role of the former School Council and maintains continual dialogue with the teaching staff with respect to the learning agenda. The focus for us next year will be on helping the school maintain its advanced ICT strategy.

Our community benefits from the close relationships that exist between the students, parents and school staff. We acknowledge the contribution made by all those involved with the school community this year and look forward to it continuing in 2011

Phil Preston, P&C President.

School context

Student information

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

Student enrolment profile
Student attendance profile

Student attendance at Otford Public School is equal to or above Regional and State attendance rates. However, many families undertake extended overseas holidays during the school term and an outbreak of chicken-pox affected student attendance data. Addressing attendance issues will continue to be a targeted priority area for 2011.

Management of non-attendance

Processes have been put in place to facilitate an effective means by which the parents and the school can form communication links in relation to school absences.

All families are issued with a booklet of absence notification slips. These tear-off slips enable both parents and the school to monitor student absences.

Departmental policies and procedures are implemented in relation to applications for extended leave for families taking extended holidays during the school term.

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 conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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</thead>
<tbody>
<tr>
<td>K/1/2</td>
<td>K</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>2/3/4</td>
<td>2</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>2/3/4</td>
<td>3</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>2/3/4</td>
<td>4</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>4/5/6</td>
<td>4</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>4/5/6</td>
<td>5</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>4/5/6</td>
<td>6</td>
<td>7</td>
<td>23</td>
</tr>
</tbody>
</table>

Structure of classes

The school has three multi-stage classes catering for students from Kindergarten to Year 6. Our 2010 enrolment was 56 students.

The staff is committed to the concept of multi-age classes and lessons are organised to meet the needs of individual students.

Staff information

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

The composition of the school’s staff, both teaching and non-teaching, has not changed from 2009.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.126</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Total</td>
<td>3.462</td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.406</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.
Otford Public School comprises 0% of Indigenous staff.

Staff retention
Otford Public School maintained 100% retention amongst all staff, both teaching and ancillary, and it is anticipated that all current staff will remain in 2011.

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

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 49 452.47
Global funds 58 425.71
Tied funds 51 691.13
School & community sources 36 306.20
Interest 3 204.14
Trust receipts 1 464.50
Canteen 0.00
Total income 200 544.15

Expenditure
Teaching & learning
Key learning areas 13 384.79
Excursions 21 863.89
Extracurricular dissections 11 263.40
Library 1 777.61
Training & development 2 562.55
Tied funds 37 638.91
Casual relief teachers 2 851.82
Administration & office 17 297.55
School-operated canteen 0.00
Utilities 5 778.96
Maintenance 4 066.44
Trust accounts 1 464.50
Capital programs 2 000.00
Total expenditure 121 950.42
Balance carried forward 78 593.73

A full copy of the school's 2010 financial statement is tabled at the annual general meeting of the Parents and Citizens Association (P&C). Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements
Arts
In 2010 Otford Public School was successful in its application for a joint Federal and State Government Arts grant, the Creative Education Partnership: Artists in Schools Program.

Susan Kennedy, a performing arts teacher/expert, worked with Mrs. Cudmore and the students from the 2/3/4 class to write and produce a play.

Initially students interviewed residents from Kennett Homes, and their grandparents, to collect stories of childhood memories. The children then participated in a series of workshops throughout Term 3 and into Term 4 which focused on script writing, improvisation, movement, mask making, puppetry and stage performance.

Their work was showcased in December with schools from across the state at the Casula Powerhouse, at Kennett Homes and the community Christmas concert.

In Term 1 the senior students undertook a series of dance workshops. They choreographed their own dance, designed their own costumes and showcased their dance at the Illawarra Dance Festival, a 3 day festival of dance at the Illawarra Performing Arts Centre.

Sport
Through the implementation of a wide and varied sports program, we continue to enhance and foster the enjoyment of physical activity. It is evident that
the students of Otford Public School experience success at sport and are encouraged to lead a healthy and active lifestyle, as all students are encouraged to participate in physical education and sport activities.

Some of our achievements in 2010 have included:

- a daily fitness program for all students in Years 4, 5 and 6;
- the introduction of a new sports uniform, worn by all students for Friday sport;
- the introduction of Year 5 sports captains and vice sports captains to develop their leadership capacity;
- two Otford athletes were awarded the junior boys and senior girls athletics championships at the District Athletics Carnival;
- Friday sport for all students from Kindergarten to Year 6;
- participation in swimming, cross country and athletics carnivals at small school, district and regional levels;
- in Term 2 the soccer team were victorious at the small schools gala day and qualified to compete at the quarter finals, which were held in Term 3;
- the junior and senior boys cricket teams participated in a cricket gala day with a number of other schools in the North Wollongong region; and
- whole school participation in the North Wollongong Small Schools swimming and athletics carnivals.

In 2010 students in Year 4, 5 and 6 participated in an intensive ski program at Perisher Blue. Students were enrolled at the Blue Cow Ski School and received private tuition over 3 days from instructors specifically assigned to our students.

This program provided an opportunity for students to develop social skills and independence, self-responsibility and enjoy the benefits of an active lifestyle in an alpine environment.

Public Speaking
To enhance skills in Talking and Listening, all students from Years 2 to 6 present prepared speeches.

Class and Stage competitions were held to select finalists to compete in interschool competitions and to give every student an opportunity to further develop their public speaking skills. Julius Wittfoth and Nicholas Crawford were successful in reaching the qualifying stage. They gained valuable experience representing their school at the Seacliff Community of School (COS) finals, which were held at Bulli High School.

Debating
Debating was introduced to senior students in 2010 and a representative debating team was formed. Otford Public School’s performance at an inter-school level was outstanding. Our team was the victor in the Northern division and thereby qualified to compete in the Seacliff COS grand final. The grand final was conducted at Bulli High School and the use of the video conferencing facility ensured that schools across the Community of Schools were able to watch this event.

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**

The 'Percentage in Band' and 'School Average' columns are not shown if results are available for less than 10 students.
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Literacy – NAPLAN Year 5

The 'Percentage in Band' and 'School Average' columns are not shown if results are available for less than 10 students.

Numeracy – NAPLAN Year 5
Progress in literacy

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></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At or Above Minimum Standard</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percentage of Year 3 students achieving at or above minimum standard</strong></td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</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></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
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</tr>
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<tbody>
<tr>
<td><strong>At or Above Minimum Standard</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percentage of Year 5 students achieving at or above minimum standard</strong></td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Minimum standards

Significant programs and initiatives

Aboriginal education

Otford Public School continues to provide programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.
Aboriginal and Torres Strait Islander culture is an integral component of the Human Society and Its Environment (HSIE) units taught throughout the year.

The senior class, while studying British colonization of Australia, investigated and discussed invasion and conflict between settlers and the first Australians. Senior students also studied Aboriginal dreamtime stories in literature.

The 2/3/4 class investigated units focused on the study of the Aboriginal people and the local tribes who are the custodians of our Region and the Dharrawal nation.

Multicultural education

The teachers are committed to ensuring that all students are aware of the diverse, multicultural nature of Australian society and that students show empathy and understanding towards others.

In Term 1 a whole school focus on enhancing students’ appreciation of multi-cultural diversity was implemented. All students from Kindergarten to Year 6 engaged in a cross-curricula program that investigated celebrations, religions and cultural beliefs from across the world.

Senior students were engaged in an in-depth study of an Asian culture, Japan. This culminated in an excursion to a sushi restaurant. A whole school excursion to the Nan-Tien Buddhist temple was also organised and all students were engaged in a range of activities including meditation, Tai Chi and calligraphy lessons with a Buddhist monk.

Students from the 2/3/4 class undertook an in-depth study of the influence multi-culturalism on the development of the Australian culture. They conducted an investigation on how food from a variety of cultures has influenced our community and conducted a survey of the range of countries represented at a large shopping outlet.

Respect and responsibility

The Fish Philosophy is an integral component of the school’s Student Welfare Policy. This program promotes student leadership and fosters a caring, supportive school atmosphere.

The Peer Support Program is also implemented at specified times throughout the year to acknowledge significant celebrations and events such as Harmony Day, Education Week, Science Week and Easter.

All students of the school become members of small, vertical groups which are led by the senior students. Friendship, tolerance and anti-bullying strategies are discussed and reinforced during these fun hand-on sessions. Parents are also invited to attend our Peer Support days as this helps to foster a greater understanding of how the program encourages respect and responsibility across the whole school community.

This program enhances the development of:
- positive self esteem;
- a safe and happy school;
- collaborative problem solving;
- responsibility and maturity;
- respect of difference; and
- communication and listening skills.

Both parents and staff are very proud of the responsibility, guidance and sensitivity displayed by the senior leaders to the needs of the junior students at our school. The success of this program is evident and is gauged by student, teacher and parent feedback.
Throughout 2010 investment in technology continued to be of high priority. In Term 1 Connected Classroom equipment was installed and all classrooms are now fitted with interactive whiteboards. The 2/3/4 classroom has joined the Connected Classroom network, with video conferencing capabilities. This will continue to provide opportunities to access a range of experiences for teachers and students.

Teacher capacity in the use of interactive technologies and Notebook software has been enhanced through the implementation of professional learning workshops, leading to improved student learning outcomes.

With the Technology 4 Learning (T4L) rollout, the ratio of computers to students is 1 to 1 in both the 4/5/6 and 2/3/4 classrooms.

Further advances in updating the school’s local network have been aided by the installation of a Dell Server. This has provided staff and students with a shared space for data storage and retrieval.

**Other programs**

**Music**

A string ensemble program continued to be implemented throughout 2010. A private tutor provided lessons before school in violin and this culminated in a public performance at our end of year concert.

All students from Kindergarten to Year 6 participated in a series of African drumming workshops in Term 4 and additional drumming workshops will be provided in 2011.

**Language Classes**

In 2010 students from all year levels were provided with the opportunity to be learn a second language. Spanish classes were introduced in Term 3, which were conducted before school one day each week. These classes proved to be very popular with the children and it is anticipated that these Spanish language classes will continue in 2011, with the new Special Programs room being utilized for this program.

**Building the Education Revolution.**

Following the Federal Government’s announcement of the Building the Education Revolution (BER) Otford Public School received two separate grants.

The National School Pride grant enabled the school to: upgrade the existing ventilation systems in two classrooms and the Library; construct a specialised Handball court for junior students; and remove old playground equipment and install and relocated new equipment. The redesigning of the playground has provided the students with a larger and safer sporting ground area for organised sport and play.

The P21 grant has resulted in the construction of a Special Programs Room and a covered outdoor learning area. This new facility will be used for music groups, Spanish classes, Reading Recovery classes P&C meetings and parent information sessions.

**Reading Recovery**

Reading Recovery sessions were implemented by a specialist Reading Recovery tutor throughout Terms 1 and 2 for identified students in Year 1.
Progress on 2010 targets

A three year Management Plan is in place which outlines in detail the educational aims that have been set out for our school. Each year targets are identified in order to provide explicit direction for personal growth and academic excellence.

Target 1 – Literacy

To develop authentic school based methods of assessing aspects of spelling for each stage.

The teaching, learning and assessment of spelling was identified as the focus area for the school’s self-evaluation. A whole school spelling plan was developed over a series of workshops and was developed collaboratively by all teaching staff. The school is determined to improve the performance in this area as measured by the NAPLAN and whole school assessments procedures.

The purpose of evaluation is to improve what we do. It is the key element to continuous school improvement.
• It is the basis for informed planning and decision making.
• It identifies the achievements to date.
• It enables schools to decide where to go next.
• It leads to the implementation of sustainability.
• It helps to build the internal capacity of a school to change and improve.

Participation in evaluation allowed the school to develop knowledge and understanding of evaluation methodology. It developed the capacity to objectively analyse current practices and strategically plan for improvement.

Our achievements have included:
• Participation in professional development and mentoring activities in literacy with a focus on spelling. Regional and school-based personnel were utilised to support learning programs;
• Identification, trial and purchase of reading resources to support the whole school scope and sequence;
• Staff sharing of effective strategies in group/stage meetings;
• Use of Best Start and NAPLAN data analysis to inform individual student learning needs and focus on specific needs as a whole school;
• Development of a whole school spelling plan with aligned assessment strategies; and
• Intensive staff discussion and support on effective class strategies in spelling and ensuring these are directly linked to the Quality Teaching Framework.

Target 2 – Numeracy

Students demonstrate an improved understanding and knowledge of Space and Geometry as per stage statements.

Our achievements included;
• Participation in professional development activities in numeracy with a focus on space and geometry;
• Regional and school-based personnel utilised to support learning programs in Count Me In Too, Counting On and Go Maths;
• Identification, trial and purchase of resources to support the teaching of space and geometry, particularly interactive technology resources; and
• Intensive staff discussion and support on effective class strategies in space and geometry, linking to the Quality Teaching model and Newman’s Analysis strategies.

Target 3 – Student Engagement and Retention.

To engage Stage 3 students in a greater range of student leadership opportunities. To increase attendance rates at or above 95%.

Our achievements have included:
• Undertaking a review of attendance strategies and acknowledgment of positive attendance;
• Development of an absence notification system. A “cheque book” was distributed to all families and now enables all families to notify the school of student absences, this also enables the school to maintain a more efficient record keeping system;
• Tracking and recording of daily student attendance strategies were refined;
• Increased consultation with the regional Home School Liaison Officer.
• School Representative Council opportunities empowered Year 6 students to co-ordinate and manage fundraising events;
• Review of communication procedures, such as the school’s newsletter, parent information sessions etc; and
• The establishment of a Community Of Schools program with local schools and feeder high school in the areas of student leadership, public speaking, debating and sport.

**Target 4 - Student Welfare**

Otford Public School adopts a whole school approach to student welfare and all staff, including both teaching and ancillary staff, implement our whole school positive behaviours program consistent with the Fish Philosophy.

This consistent approach strengthens links between the community and the school through the promotion of student welfare programs.

Our achievements have included:

• A whole school rewards program whereby students are given “Fishbits” for positive behaviours. Students are then presented with certificates at whole school assemblies in recognition of their achievements;
• Public acknowledgment of student achievement in the school newsletter;
• Increased student leadership opportunities for Stage 3 students;
• Increased parent engagement in school activities;
• Tracking and recording of daily student attendance has been refined;
• Increased consultation with regional Home School Liaison Officer; and
• Regular Peer Support activities for all students across the school.

**Key evaluation**

**Curriculum**

Effective school self-evaluation is critical in the school planning process. As a part of the schools’ annual self-evaluation process, the principals of Thirroul Public School and Otford Public School sought to identify an evaluation process that would lead to an accurate and balanced evaluation of a targeted priority area in each school. The principals requested that a team from each school participate in an evaluation process that would provide each school with an external examination of each schools approach to improving student outcomes in an identified area. Spelling was identified as the key curriculum area for evaluation in 2010.

The terms of reference for the evaluation were as follows:

To review, report and make recommendations about:

• The quality and effectiveness of the teaching and learning of spelling at Otford Public School; and
• The spelling plan that had been developed by staff, for implementation in 2011.

To undertake the evaluation the team investigated four key areas:

1. The effectiveness of the current support for the teaching of spelling (including resourcing, professional development, student support and staff support);
2. The current effectiveness of spelling assessment practices, programs and procedures;
3. The effectiveness of spelling assessment practices, programs and procedures for the implementation of the new whole school spelling plan; and
4. Quality Teaching practices in spelling.

Participation in evaluation allows the school to develop knowledge and understanding of evaluation methodology. It develops the capacity to objectively analyse current practices and strategically plan for improvement.

In conducting this school self-evaluation students, parents and teachers completed online surveys on spelling, a NAPLAN school performance analysis was undertaken, classroom observations took place and focus groups with teachers and students were utilised to obtain the necessary data for analysis.

Of the parents who completed the survey 83% strongly support the importance of teaching spelling. Survey results indicated that the review of the whole school spelling program had been well communicated to the wider school community and was strongly supported. Parents also indicated that they would like to be more informed about their child’s progress in spelling. Teachers’ responses indicate that they support the development and
implementation of a revised spelling program and are enthusiastic about a consistent whole school approach K-6. Students recognise the importance of spelling and are motivated to engage in the classroom activities that are currently in practice across the school.

Future directions

Future directions for 2011 are:

• To develop, implement and evaluate a K-6 spelling scope and sequence for teaching and learning activities and assessment across the school;
• To further develop the staff’s knowledge and understanding of planning and implementing the new whole school spelling program;
• Implement the whole school spelling program in 2011, providing opportunities for teachers to share best practice and develop a consistent approach to the teaching of spelling across the school;
• The teaching of spelling should be integrated with current writing programs to ensure that students have a clear purpose and explicit guidelines for utilising their developing understanding of spelling strategies;
• Invite parents to attend an information session to introduce the whole school approach to spelling; and
• Implementation of assessment tools that will be used to record and track student data.

Professional learning

The whole staff participated in the three School Development Days (SDD) held in terms 1, 2 and 3. SDDs were devoted to Whole School Planning, National Testing, Child Protection, spelling, health, and Quality Teaching.

During the year many professional learning activities took place involving the majority of the staff. Professional Learning activities included:

• CPR / First Aid Training
• Mathematics and Count me In Too, Quality Teaching, spelling, Key Into Comprehension, writing and NAPLAN workshops, in addition to fortnightly Interactive whiteboard training meetings.

Additional professional training opportunities included:

• Anaphylaxis training;
• Drug Education;
• Community of Schools English network meetings;
• OH&S training; and
• Crunch and Sip

School development 2009 – 2011

Targets for 2011

Target 1- Literacy

All students in Year 5 to show expected growth in Literacy as measured by NAPLAN.

Strategies to achieve this target include:

• Participation in professional development and mentoring activities in literacy with a focus on writing and spelling. Region and school-based personnel utilised to support learning programs;
• Examine the role of available data in informing and improving teaching and learning in literacy.
• Examine current available resources, and source new resources to support the teaching and learning of literacy programs.
• Further develop initiatives to increase parent involvement and understanding of learning programs e.g. parent workshops, parents assisting in classrooms, newsletter.

Our success will be measured by:

• Use of the Learning Continuum to track student Literacy achievement in ES1 and Stage 1;
• Individual student growth in spelling and writing as measured by NAPLAN;
• Classroom practice demonstrates Quality Teaching elements embedded in programs and delivery;
• Whole school spelling plan implemented by all teachers;
• Coordinated approach to tracking spelling to inform teaching and learning; and
• Evidence of improved writing and editing outcomes though school assessments.

Target 2- Numeracy

All students in Year 5 to show expected growth in numeracy as measured by NAPLAN.

Strategies to achieve this target include:

• Participation in professional development activities in numeracy with a focus on patterns and algebra.
• Provide professional learning of best practice in the teaching of numeracy.

• Examine the role of available data in informing and improving teaching and learning in numeracy.

• Provide workshops for parents to increase level of understanding of numeracy, with a particular focus on patterns and algebra.

• Examine current available resources, both physical and human, and source new resources to support teaching and learning numeracy programs.

• Intensive staff discussion and support on effective class strategies in patterns and algebra, linking to Quality Teaching model and Newman’s Analysis strategies.

• Use whole school planning processes to identify aspects of numeracy underperformance for particular cohorts or individual students

• Staff sharing of effective strategies in fortnightly TPL meetings.

• Continuation of training in the use of ICT, web based learning tools and the SMART package to further engage students in Numeracy.

**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.

Anne-Marie Hurley - Principal
Janelle Cudmore – Classroom Teacher
Kerry Nicholls – Classroom Teacher
Bradley Hicks – Classroom teacher / ICT Coordinator

**School contact information**
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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:

**Our success will be measured by:**

• Use of learning continuum to assess students in Kindergarten and Year 1;

• All students to achieve growth in numeracy, particularly patterns and algebra, as measured in classroom assessment strategies;

• Use of Quality Teaching strategies evidenced in teaching programs;

• Authentic assessment for all students not achieving minimum national standards;

• Information gathered through a consistent approach to benchmarking and tracking of student achievement is used by teachers to inform teaching and learning programs.