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. Three new teachers were appointed to the school at the beginning of 2009, two permanent and one temporary position. 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.

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’s Student Welfare and Fair Discipline policy was reviewed this year and The Fish Philosophy was introduced to underpin the school’s values. 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.

At the beginning of the 2009 school year, Mrs Anne-Marie Hurley was appointed as the new teaching Principal.

The school receives positive community support. We have an active P&C and the school participates in many community events.

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 and/or School Council message

The P&C had a busy and eventful year! This was mainly due to the fact that some new faces joined the committee; that the School Council was dissolved and its function assumed by the P&C and the advent of the School Fair in September.

At the policy level, we worked with the school to help draft or review policies in the areas of out of area school enrolments and guidelines for distributing P&C funds. We also engaged with the Principal and teaching staff on the structuring of future educational priorities and formed an ICT Committee to assist with the review of the school’s ICT strategy.

The School Fair was a resounding success. Apart from raising substantial funds from the event, we used the opportunity to advance cultural interests and explorations by way of a ‘Back In Time’ theme. This included the active participation by parents and students in reaching out to broader members of the current and former Otford community to compile and display historical materials and media. Proceeds from fundraising accounts were released to the school for assistance in funding Mathletics, Year 6 leavers ‘book’, home-reader books and cultural day activities.

As President, I must acknowledge the extraordinary efforts exerted not just by P&C members, but by the broader parent network and school teaching and administrative staff. Any organisation is at its most effective when all the
stakeholders work together in a positive manner and this was the key achievement from all those involved throughout the 2009 school year.

Regards

Phil Preston

President, Otford Public School P&C Committee

Student representative’s message

In 2009 all Year 6 students were given the opportunity to be School Leaders for a term. As School Leaders we had to organise and run school assemblies and we represented the school at community events such as Anzac Day and Remembrance Day.

Year 6 students also acted as Peer Support Leaders and a number of special days were organised. We organised Peer support activities for: Bandaged Bear day, Harmony Day and we even helped the younger students to make their Easter hats for the Easter Hat Parade.

Fundraising days were also organised by the senior students including a Crazy Hair Day in Term 1 to raise money for the victims of the Victorian bushfires.

However, the most exciting activity this year was our school camp. We travelled to Broken Bay on the train and spent 3 days with the Stage 3 students from a neighbouring small school. It was great to meet other students, and make new friends with other people who will be going to high school with us next year.

Combined Senior Student Representative Group

School context

Student information

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

Student enrolment profile

Enrolments have remained stable. In 2009 Otford Public School had three students leave as a result of the relocation of families. Five students transferred into the school in term two. There were slightly more male than female students. For much of the year there were a total of 65 students enrolled.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/3</td>
<td>2</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>2/3</td>
<td>3</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>4/5/6</td>
<td>4</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>4/5/6</td>
<td>5</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>4/5/6</td>
<td>6</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>K/1</td>
<td>K</td>
<td>10</td>
<td>19</td>
</tr>
</tbody>
</table>

The school receives numerous applications for enrolment from families living outside Otford but due to the small size of the property, limitations are made on the number of students accepted.

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>34</td>
<td>34</td>
<td>36</td>
<td>37</td>
<td>41</td>
</tr>
<tr>
<td>Female</td>
<td>28</td>
<td>31</td>
<td>30</td>
<td>28</td>
<td>26</td>
</tr>
</tbody>
</table>
Student attendance profile

Student attendance data will continually be reviewed. Many families undertake extended overseas holidays during the school term and addressing attendance issues will become a targeted priority area for 2010.

Management of non-attendance

Non-attendance concerns are communicated directly to parents in the form of interviews and communication is maintained with the Home School Liaison Officer (HSLO). Parents are regularly reminded of their legal requirements via the newsletter. Parents are required to apply for extended leave if students are to be absent on holidays for 15 days or more.

Class sizes

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

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

Structure of classes

The school has three multi-stage classes catering for students from Kindergarten to Year 6. Our 2009 enrolment was 67 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, changed significantly at the commencement of the school year. A new Principal, Mrs Anne-Marie Hurley, was appointed at the beginning of Term 1. One new classroom teacher also accepted a transfer to the school at the beginning of the year. Due to family circumstances, one classroom teacher remained on extended leave throughout term 1 and a temporary teacher filled this position during this time. The position of Librarian has been filled on a temporary capacity since the commencement of the 2009 school year. Our General Assistant remains on extended leave and this position has been filled through a casual appointment throughout the year.

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>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
</tbody>
</table>

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>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
Date of financial summary: 30/11/2009

**Income**

- Balance brought forward: $49,714.04
- Global funds: $54,898.94
- Tied funds: $21,864.59
- School & community sources: $27,678.88
- Interest: $1,756.39
- Trust receipts: $1,407.50
- Canteen: $0.00

**Total income**: $157,120.34

**Expenditure**

- Teaching & learning
  - Key learning areas: $16,094.98
  - Excursions: $8,801.68
  - Extracurricular dissections: $10,370.60
- Library: $1,655.88
- Training & development: $1,945.64
- Tied funds: $34,052.25
- Casual relief teachers: $4,756.11
- Administration & office: $19,026.57
- School-operated canteen: $0.00
- Utilities: $7,279.28
- Maintenance: $2,277.38
- Trust accounts: $1,407.50
- Capital programs: $0.00

**Total expenditure**: $107,667.87

**Balance carried forward**: $49,452.47

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

**School performance 2009**

**Achievements**

**Arts**

Throughout 2009 Otford Public School students have been engaged in a number of Creative and Performing Arts opportunities:

- During Term 1 the talents of a casual teacher were utilised with weekly dance workshops being undertaken by the senior students, with a focus on dance performance and choreography
- In Term 2 all Years 4, 5 and 6 students showcased their talents in a series of performances at the Illawarra Dance Festival
- A string ensemble program, in conjunction with the Wollongong Conservatorium of Music, continued to be implemented. This culminated in an invitational performance at a community Remembrance Day service
- The students in Years 4, 5 and 6 wrote and then scripted and performed their own production at the end of year concert evening.
- All students from K-6 participated in a concert performance at the end of the year

*The Otford Public School violin group performed at the Helensburgh Remembrance Day service.*

**Sport**

Participation and sportsmanship are emphasised at Otford Public School. All students are encouraged to participate in physical education and sport activities. Some of our achievements in 2009 have included:

- a daily fitness program for all students in Years 4, 5 and 6;
- a daily healthy snack was encouraged in all classes during the morning learning session. Students in Kindergarten to Year 3 enjoyed a morning fruit break while the senior students were encouraged to nibble on healthy foods, and drink water, throughout the morning learning session;
- 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;
- two students represented the Wollongong North district in Athletics at Regional level Term 3;
- all students from Years 4-6 travelled to Broken Bay for a 3-day transition camp with students from a neighbouring P5 school;
Senior students participated in a range of personal and team challenges at Broken Bay camp.

- in Term 2 the soccer team was victorious at the small schools gala day and qualified to compete at the quarter finals, which were held in Term 3 at Exeter;
- all students participated in the Gymsports gymnastics program;
- participating in a cricket workshop conducted by visiting development officers;
- The junior and senior boys cricket teams participated in a cricket gala day with a number of other schools in the North Wollongong region;
- House sports teams were introduced in 2009, with all students from Kindergarten to Year 6 being allocated to a team with the voting of team captains;
- whole school participation in the North Wollongong Small Schools swimming and athletics carnivals; and
- two students qualified to represent the district at the regional Athletics carnivals.

**Academic**

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

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

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

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

**Literacy – NAPLAN Year 3**

In reading 67% of students were in top 3 bands.

In reading 75% of students achieved in the top 3 bands which was 34% above the state average.
In writing 83% of students achieved in the top 3 bands, with 33% achieving in Band 6 which was 10% above the state average.

Students from Otford Public School consistently achieve above the state average in Numeracy with 76% of students achieving in the top 3 bands, which was 9% above the state average.

In grammar and punctuation 84% of students in Year 3 achieved in the top 3 bands which was 7% above the state average.

Numeracy – NAPLAN Year 3
Progress in literacy

As there were fewer than 10 students in Year 5, consideration has been given to privacy and personal information policies. However, in overall literacy 100% of students achieved in the top 4 bands, with achievements in the top 2 bands being 17% above the state average.

Progress in numeracy

As there were fewer than 10 students in Year 5, consideration has been given to privacy and personal information policies. However, in numeracy 100% of Year 5 students achieved in the top 4 bands with students achieving in the top band being 18% above the state average.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009.

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92</td>
</tr>
<tr>
<td>Writing</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>92</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>92</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009.

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Technology
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 KLAs and the use of web 2.0 tools is becoming increasingly utilised.

Interactive whiteboards are consistently used in 2 of the 3 classrooms and a Connected Classroom, with video-conferencing facilities, will be installed in the third classroom in 2010. Consequently, all classroom teachers will have access to, and utilise, current technologies in their teaching practices. A significant amount of time and money continues to be invested in maintaining and improving technology infrastructure, providing teacher training and providing opportunities for authentic child centred learning.

Student Welfare

Otford PS actively models and teaches the values of public education through the development and implementation of the new whole school Student Welfare and Fair Discipline policy. Achievements have included:

- implementation of the whole school Student Welfare and Fair Discipline Policy;
- introduction of the “Fish Philosophy” – a code of conduct that includes four elements and underpins our school’s positive rewards program. Students are rewarded with Fishbits for positive behaviours and attitude, which are collected and then recorded with the aim of achieving bronze, silver and gold certificates;
- school leadership program which includes House team captains and Peer Support;
- K-3 buddy groups, where students are encouraged to work together in cross-age groups with Year 3s acting as leaders;
- rostering of all students to complete lunchtime duties; and
- all students from Years 4-6 attended a 3-day “Transition Camp” at Broken Bay with students from a neighbouring P5 school, with the aim to build positive links with other students before moving to secondary school.

Aboriginal education

Otford PS continues to provide programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. In November the school hosted a Cultural Infusion day titled “Aboriginal For A Day”, a whole day program in which all students were engaged in a series of workshops, which included dance, painting and storytelling. This program was organised and implemented by an invited Aboriginal elder and his family.

Multicultural education

Our school has maintained a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society.

Respect and responsibility

Otford PS actively models and teaches the values of public education. In Term 4, 2010 the “Fish” philosophy was introduced as a structure for the implementation of our Student Welfare policy. The Fish philosophy is a set of simple, interconnected principles that can be used by staff and students that encourage positive change in relationships. The Fish philosophy provides a basis to develop simplified concepts of the Habits of Mind and actively encourages discussions and dialogue based around respect, individual worth, tolerance, co-operation, self reliance and persistence.

Other programs

Participation in a variety of organised events is encouraged, giving students the opportunity to gain a broader range of experiences.

Participation in 2009 included:

- a Year 4 student represented the school in the Northern Suburbs Public Speaking competition.
• participation in Anzac Day and Remembrance Day services conducted by the Helensburgh RSL sub-branch;
• all students participated in the annual Clean Up Australia day; and
• participation in a variety of inter-school sporting activities, including soccer and cricket.

Progress on 2009 targets
A three year Management Plan is in place which outlines in detail the educational aims that have been set our for our school. Each year targets are identified in order to provide explicit direction for personal growth and academic excellence.

Target 1
Literacy: To improve individual student outcomes in literacy as reflected in school assessment records.

Our achievements include:
• conducting a NAPLAN analysis to determine literacy needs;
• identification and purchase of high interest books with the aim of engaging more boys in reading;
• purchase of new guided reading resources that support the teaching of the new whole school scope and sequence;
• Key Into Comprehension training for 2 staff members, to provide teachers from year 2 to 6 with a greater range of strategies to explicitly teach inferential questioning;
• Reading Recovery in Semester 1;
• staff attendance at the NAPLAN assessment criteria workshop. Training and development is now being undertaken at school for all staff members; and
• all students from Kindergarten to Year 6 participated in the new Otford Readers Challenge. The aim of this program was to encourage more students to borrow from the Library and to develop a greater interest in reading for leisure, particularly the senior students. Having achieved the 15-point goal, students were invited to a celebration lunch at the end of each term. This program will continue in 2010, with refinement, and will be integrated into the K-2 home reading program.

Target 2 Assessment:

Students show improved understanding and knowledge of the content for their stage. To develop authentic school based methods of assessing and reporting.

Our achievements have included:
• the analysis of NAPLAN data to identify specific needs as a whole school;
• the development of a school based scope and sequence for each stage in HSIE and Science. Further development of the scope and sequence in 2010 will include writing and mathematics;
• the implementation of a whole school mathematics program with a specific focus on working mathematically and thinking strategies;
• the introduction of the Easy School Reporting system, an on-line reporting system to ensure consistency in teacher assessment;
• an outcome-based student tracking system has been developed for all students. This was developed collaboratively with all staff and will be implemented in 2010; and
• a whole school assessment cycle has been developed and will be implemented in 2010.

Target 3 Teacher Quality

Teacher Quality: Quality teaching and learning practices are in place.

School environment is managed efficiently and in accordance with OH&S guidelines.

Our achievements include:
• the development of an Emergency Management Plan, in consultation with the local Rural Fire Service;
• the development of an OH&S program, in accordance with OHS guidelines;
• networking with a local school to participate in sharing workshops to enhance teachers’ skills in the use of interactive white boards;
• a whole school evaluation was undertaken in November. The consultation process included input from teachers, parent focus groups, students and through the distribution of surveys; and
• programming strategies and the imbedding of identified elements of the Quality Teaching Model will be developed in 2010.

Target 4. Connected Learning:
Staff capacity is enhanced through staff training leading to improved teaching and learning opportunities.

Our achievements include:

- the daily use of computers in all classrooms;
- providing opportunities for staff to network with staff in other schools to build skill capacity in the use of interactive white boards;
- work tasks are regularly sent electronically to senior students;
- students in Years 2 and 3 have communicated regularly with “e-mail buddies” with students from another school. The students travelled to each school during the year to meet their buddies in person;
- the integration of web 2.0 tools, such as Storybird, into teaching practice;
- updating of the school website on a weekly basis. The majority of parents have chosen to receive their newsletter electronically. Parents are forwarded a link to the school website, along with the newsletter, with the aim of educating parents in use of the website as an information resource;
- a network survey was undertaken; and
- 21 new computers were allocated to the school as a part of the DET Technology 4 Learning program.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of mathematics and Management and School Culture.

Educational and management practice

Background

As a part of the school’s self-evaluation cycle it was determined the school’s Management and Culture should be reviewed.

The annual review was undertaken in a number of forms, in order to obtain as much feedback as possible from all members of the school community. These included:

- a parent discussion forum;
- a P&C discussion forum;
- a survey distributed to all families; and
- a school evaluation undertaken with the assistance of Regional staff.

Findings and conclusions

Parents feel that open communication exists and believe that teachers and staff are accessible and supportive. Most believed that a “family” atmosphere exists and that all teachers know all students well and that the small school structure enhances a feeling of being valued.

Parents generally believed that the physical and financial resources are managed well and information is openly shared through P&C meetings.

Future directions

More parent information sessions will need to be held to showcase children’s work and inform parents of curriculum requirements.

Parents indicated that more specific information related to curriculum should be made available through the newsletter.

Curriculum

Mathematics

Background

At the beginning of 2009 the teaching of mathematics across the school was identified as a priority need. Consequently, the school identified and implemented a whole school mathematics program based on the Go Maths program and Count Me In Too strategies.

Findings and conclusions

The majority of parents, staff and students believe:

- students enjoy mathematics and that group work enhances learning,
- the implementation of a whole school program ensures consistency in teaching and assessment practices,
- parents are becoming more aware of curriculum content through the introduction of the on-line Mathletics program;
- students’ numeracy skills have been enhanced.
Future directions

Parents indicated that parent information sessions should be organised so that they can further assist their children at home. Parents also indicated that more frequent reporting of student progress should be communicated.

Other evaluations

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. The questionnaire was developed around two broad areas: mathematics and student welfare.

• Most parents were satisfied with the new whole school Mathematics program that was implemented at the commencement of the year. However, many parents indicated that they would like to be informed about how they can support their children at home through an information session.

• Parents indicated that they were satisfied with the new Student Welfare and Fair Discipline policy, and it’s direct link with the positive rewards program.

• A student forum was undertaken and students stated that they believed that the small school environment allowed them to know their friends well and enhanced their learning. They stated that the teachers know the students, are helpful, that they like the small group attention and that and they feel safe at school.

• Teachers felt that the school was well resourced in the area of technology and that staff were well supported at a personal and professional level. They believed that the whole school Student Welfare and Positive Rewards program provided a foundation for consistency in student management. Teachers also indicated that collaborative programming and planning should continue.

• Students indicated that they would like to have increased Peer Support opportunities in the future.

Professional learning

Otford Public School staff members engaged in a range of professional learning activities throughout 2009. They included:

• school staff development days in each of the 4 terms, with a 2 day collaborative planning day being undertaken in Term 2. Whole school programs in Human Society and Its Environment (HSIE), Mathematics and Student Welfare were developed and implementation of these programs commenced immediately;

• all staff participated in an Emergency First Aid and Resuscitation workshop, all staff are now certified;

• in Term 4 a regional Literacy consultant worked with stage 2 and 3 teachers each week, in the classroom, to provide training in Key Into Comprehension strategies;

• one staff member attended a weekend workshop at the Institute of Dramatic Arts (NIDA) and subsequently initiated a senior dance program, which culminated in performances at the Illawarra Dance Festival; and

• a training day was held in which all staff participated in a half day workshop on using Interactive Whiteboard technology to enhance the teaching of literacy.

School development 2009 – 2011

Targets for 2010

Target 1 – Literacy

To increase the number of students who achieve proficiency level in reading and spelling as measured by NAPLAN.

Target 2 – Numeracy

Students demonstrate an improved understanding and knowledge of space and geometry as per stage statements.

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%

Target 4 Student Welfare

Teachers implement whole school positive behaviours program consistent with the Fish Philosophy. Strengthen links between the community and school through promotion of student welfare programs.

Target 1- Literacy

To increase the number of students who achieve proficiency level in reading and spelling as measured by NAPLAN.

Strategies to achieve this target include:

• participation in professional development and mentoring activities in literacy, with a focus on spelling. Regional and school-based personnel will be utilised to support learning programs;
• identify, trial and purchase resources to support the whole school scope and sequence;

• staff sharing of effective strategies in group/stage meetings and on intranet;

• use Best Start and NAPLAN analysis to inform individual student learning needs and focus on specific needs as a whole school;

• develop a school scope and sequence of spelling activities in each stage and link scope and sequence activities to assessment strategies,

• intensive staff discussion and support on effective class strategies in spelling and linking to Quality Teaching framework.

Our success will be measured by:

• Best Start assessment practices in place for all students in Kindergarten;

• teacher capacity in literacy, and particularly spelling, is enhanced leading to improved teaching and learning;

• implementation of whole school spelling program in all classrooms;

• all students to achieve growth as measured in school assessment strategies; and

• classroom practice demonstrates Quality Teaching elements embedded in programs and delivery.

Target 2 – Numeracy
Students demonstrate an improved understanding and knowledge of Space and Geometry as per stage statements.

Strategies to achieve this target include:

• participation in professional development activities in numeracy with a focus on Space and geometry;

• region and school-based personnel utilised to support learning programs in Count Me In Too, Counting On, Go Maths;

• identify, trial and purchase resources to support the teaching of space and geometry;

• intensive staff discussion and support on effective class strategies in space and geometry, linking to Quality Teaching model and Newman’s Analysis strategies; and

• initiatives to increase parent involvement and understanding of learning programs e.g. parent workshops in numeracy, homework, newsletter etc.

Our Success will be measured by:

• explicit teaching of Space and geometry in all classrooms each term as evidenced in all classroom teaching and learning programs,

• all students to achieve growth in space and geometry as measured in classroom assessment strategies.

• stage based assessment in place and ready for trialling.

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%

Strategies to achieve this target include:

• review attendance strategies and rewards and acknowledgment for positive attendance;

• increase student leadership opportunities for Stage 3 students;

• Increased parent engagement in school activities;

• tracking and recording of daily student attendance is refined;

• increased consultation with Regional Home School Liaison Officer;

• SRC opportunities for year 6 students to co-ordinate and manage fundraising events and Yearbook;

• regular Peer Support activities;

• supervision of teaching and learning programs to identify the use of quality teaching strategies;

• review and improve communication procedures eg. newsletter, parent information sessions etc.; and
• establish a Community Of Schools (COS) program with local schools and feeder high school.

Our Success will be measured by:

• student attendance rates at or above 95%;
• distribution of “Absent Note” cheque book style booklet to all families to facilitate easy notification of student absences;
• increased parent involvement at school activities;
• student leadership initiatives implemented;
• teachers and students engaged in various COS activities;
• increased networking with PP5 school in the North Wollongong School Education Group.

Target 4 Student Welfare

Teachers implement whole school positive behaviours program consistent with the Fish philosophy

Strategies to achieve this target include:

• strengthen links between the community and school through promotion of Student Welfare programs;
• further develop strategies and programs for Peer Support and school camping/excursions programs;
• continue to develop the awards scheme and implementation and promotion of awards at school assembly, particularly on school website, newsletter and local media;
• continue to develop and promote positive behaviour strategies through the Fish philosophy;
• implementation of anti-bullying program and informing parents of strategies; and
• enhance and acknowledge the status of School Captains, House Captains and Year 6 leaders through activities within the School Community and Seacilff Community Of Schools by increasing student leadership opportunities.

Our Success will be measured by:

• Year 6 students empowered in decision making process for fundraising events and school Yearbook;
• consistency in recognition of positive behaviours, in playground and class, by all teachers across the school;
• positive interaction between students in all year levels in the playground;
• increase in number of students receiving Fishbits and certificates;
• development of excursions and camps program;
• teachers and students engaged in various COS activities; and
• increased networking with PP5 schools in the North Wollongong SEG.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: