 Messages

Principal's message

Otford Public School is a small community school, caring for children and preparing them for the future. The school is typically rural, yet modern in its facilities and approach to learning. A happy, positive culture exists. The school motto is, We Learn and Grow Together.

In 2008 the school community embarked on a fundraising activity – The Gunbarrel Highway: An Otford Cycling Classic. The purpose was to raise funds to purchase laptops to enable a 1:1 program to be put in place. This program enabled children to engage in their own learning and provided a toolbox for 21st century teaching. This program was successful due to the driving force of the school’s principal Mr Peter Holmes. Mr Holmes transferred to another school in the Wollongong area at the end of Term 3.

This report identifies the school’s priority areas and explains the initiatives that have been undertaken to achieve our goals. Our successes in 2008 have been many and varied and are an indication of the hard work and commitment shown by all in our school community.

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.

Tanya Potter  Acting Principal

P&C message

Otford Public School has a strong sense of community in which the P&C plays an active role. 2008 was a quieter year in terms of fundraising activities, although we still have a healthy bank balance and gave considerable money back to the school to support many programs and activities.

The P&C, made up of a dedicated group of parents, is proud of its achievements in contributing money to classroom enrichment funds for each classroom teacher, early stage reading development, partial funding for the gifted and talented program and funding for increasing resources in technology and the creative arts.

Thank you to each of the parents who gave so much of their time and energy to support our children. The P&C would also like to acknowledge the teachers and administration staff who regularly support P&C events.

Mel Crawford, President, Otford P&C

School Council message

In the words of the NSW Public School's motto of "Leading The Way", Otford Public School is doing this with the Information and Communications Technology initiatives actively supported by our School Council. Laptop learning is a key aspect of this and the Council applauds, and is seeking to support, the vision of Peter Holmes, the Gunbarrel riders and our sponsors and donors, in improving our students' teaching and learning outcomes through this valuable educational tool.

The School Council has continued its job of reviewing or debating policy issues varying from mobile phone usage to dignity and respect in the workplace. This latter involves our school core values such as care for other human beings, a fair go and respect for all. The Council has invited comment on both practical and ethical issues that impinge on the well-being of our children, staff and community.

We will soon be reviewing our way of working, and exploring closer links with the Parents and Citizens' Association to encourage and properly utilise the talents and shared purpose of our parents and representatives. I am finishing two years as President by inviting those interested to contribute ideas and share the excitement of how Otford School works. We say goodbye to a Principal with vision in Peter Holmes and we thank people like Mrs Potter for their continued care and dedication to what is a great school for learning and a great school for community involvement.

Stephen Goldrick, President, School Council

Student representative's message

Otford Public School has experienced and conquered a lot of great things throughout the four terms of 2008. Some of the things the students have been involved in are:

• sports carnivals – swimming, athletics and cross country. Some of our talented athletes even represented our school at the Regional carnival in Athletics;

• travelling to Ballarat and the Victorian Goldfields, Killalea National Park and the theatre to watch ‘The Bamboo Flute’ and “Soldier Boy;”

• Harmony Day poster competition with Zander Smith winning a prize;

• Halloweeneen Disco where everyone had lots of fun, even the parents;
• Public Speaking and Debating where Otford PS was very well represented. Our debating team even made the Final and were very unlucky not to win;

• 1:1 laptop program following the epic journey across the Gunbarrel Highway;

• Peer support was also fantastic and was one of the many ways we showed our motto – We Learn and Grow Together;

Josh Connor Year 6 and Lucie Goldrick Year 5.

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 2008 Otford Public School had a few students leave during the year due to relocation of their families. There were slightly more male than female students. For much of the year there was a total of 65 students enrolled.

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

<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>2/3/4</td>
<td>2</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>2/3/4</td>
<td>3</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>2/3/4</td>
<td>4</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>4/5/6</td>
<td>6</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>4/5/6</td>
<td>5</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>4/5/6</td>
<td>4</td>
<td>2</td>
<td>27</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>K/1/2</td>
<td>K</td>
<td>8</td>
<td>21</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance at Otford Public School has continued to be of some concern. With many lengthy holidays taken during term. It is an area that needs to be continually supported so all students attend regularly and observe the benefits in their learning.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>91.3</td>
<td>94.0</td>
<td>95.2</td>
<td>91.4</td>
</tr>
<tr>
<td>Region</td>
<td>93.7</td>
<td>93.7</td>
<td>93.5</td>
<td>93.7</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

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 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Structure of classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school has three multi-aged classes catering for students from Kindergarten to Year 6. Our 2008 enrolment was 67 students.</td>
</tr>
<tr>
<td>The staff is committed to the concept of multi-aged classes and lessons are organised to meet the needs of individual students.</td>
</tr>
</tbody>
</table>
Staff information

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

Staff establishment

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 for one day per week. Two of the teaching positions are job shared positions, which is effective in sharing the load amongst the dedicated and committed staff. Support is provided to the school through the allocation of the school counsellor and Support Teacher Learning Assistance from the Northern Wollongong small schools resource allocation. Our service delivery is supplemented by a range of regional support personnel.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></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</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>
<tr>
<td>Total</td>
<td>3.168</td>
</tr>
</tbody>
</table>

Staff retention

The staff positions have been very stable for the majority of the year, however towards the end of 2008 there were many changes. The first of these occurred at the end of Term 3 when the Principal, Mr Peter Holmes was transferred. An Acting Principal, Mrs Tanya Potter was placed at the school for Term 4. Following a merit selection process a new principal will commence in 2009. Two other teachers also received transfers effective from the beginning of the 2009 school year – Cindy Lucock and Margaret Leslie. Our General Assistant also took extended leave and this position became a casual appointment.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 97.8%.

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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>55 797.03</td>
</tr>
<tr>
<td>Global funds</td>
<td>57 206.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>24 710.50</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>70 972.97</td>
</tr>
<tr>
<td>Interest</td>
<td>3 695.84</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3 177.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>159 762.51</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 68 905.07  |
| Excursions                 | 16 735.58  |
| Extracurricular dissections| 13 184.90  |
| Library                    | 2 076.11   |
| Training & development     | 261.82     |
| Tied funds                 | 19 458.16  |
| Casual relief teachers     | 3 930.68   |
| Administration & office    | 20 277.06  |
| School-operated canteen    | 0.00       |
| Utilities                  | 4 650.48   |
| Maintenance                | 8 444.20   |
| Trust accounts             | 3 191.20   |
| Capital programs           | 7 545.00   |
| **Total expenditure**      | 168 680.26 |

**Balance carried forward**

46 892.84

In 2008 the then Principal (Peter Holmes) undertook a fundraising activity called the “Gunbarrel Highway Challenge”, whereby a group of parents, staff and students undertook to ride the Gunbarrel Highway on pushbikes in order to raise money for a 1 to 1 Laptop program. The increase in School and Community sources and Expenditure in the KLAs is a result of this.

A full copy of the school’s 2008 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 2008

Achievements

Arts
Otford Public School students often showcased their artistic talents in 2008. Highlights included:

• A small number of students learning to play violin, cello or clarinet in an instrumental tuition program run by the Wollongong Conservatorium of Music;
• groups of students choreographing dance routines and performing at different functions including the Helensburgh Fair;
• students performing on Grandparent’s Day;
• all students performing at the annual Christmas concert.

Sport
Participation and sportsmanship are emphasised. Some of the achievements in 2008 included:

• participation in swimming, cross country and athletics carnivals at small school, district and regional levels;
• four students had considerable success at the Regional Athletics Carnival.
• all students participating in a gymnastics program;
• students participating in rugby union, rugby league and soccer workshops conducted by visiting development officers;
• running the annual swimming scheme to increase water confidence and swimming skills.
• participation by students in Years 2-6 at the North Wollongong PSSA Dragon Tag Gala Day.
• provision of extra activities to assist students with their fitness with the provision of the Active-After Schools Communities program.

Other
Participation in a variety of organized events is encouraged giving the students the opportunity to gain experiences and develop their skills and understanding. Participation in 2008 included:

• Year 6 students representing the school in the Northern Suburbs debating competition; making the final and really making us all very proud of them.
• participation in the Northern Suburbs Public Speaking Competition.
• participation in Anzac Day and Remembrance Day services conducted by Helensburgh RSL sub branch;
• all students participating in the annual Clean Up Australia Day program.
• a number of students receiving distinctions and two receiving credits in the University of New South Wales English, mathematics, writing, spelling and science competitions;
• four students being selected to represent the school in the District Premier’s Spelling Bee competition;
• an excursion to Ballarat for Years 2-6 with 2 staff members and many families attending. It had many highlights but the goldfields and the Eureka Stockade displays were inspirational.

**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)

Our Year 3 and 5 students scored an average mark that was greater than the state average in all areas except Year 3 spelling.

**Literacy – NAPLAN Year 3**

In Reading 85.8% of our Year 3 students achieved Bands 4 – 6 which is 18% above the state average.
Numeracy – NAPLAN Year 3

Our school consistently scores above the state average in numeracy with 85.8% of students scoring in the top three bands which is 19.6% better than the state.

Literacy – NAPLAN Year 5

This graph indicates a marked improvement in Year 5 writing with the percentage of students achieving bands 6-8 increasing by 16.6% against the school average.
Numeracy – NAPLAN Year 5

Percentage of students in bands:
Year 5 numeracy

Progress in literacy

The following graph shows the improvements the school has made in the performance of students in the area of reading.

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 2008.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>86</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</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 2008.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</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

Gunbarrel Challenge.
In July 2008, Peter Holmes and fourteen other members of the Otford school community, set out to ride pushbikes 1500 kilometres across the Australian desert, from Wiluna to Uluru. Why? To raise money for a 1:1 laptop program throughout the school. After a dusty and exhausting 4 weeks they achieved their goal and were able to raise enough money to equip each child from years 4-6 with their own laptop computer. The excitement on the children’s faces, on the day they received their laptops, was a joy to see. They have been creating and discovering relentlessly ever since.

Kerry Nicholls

Premier’s Reading Challenge
In 2008 our school once again participated in the Premier’s reading Challenge for the fourth consecutive year. This year our Library focus was to purchase specifically PRC books to broaden our collection. For the first time, the PRC record keeping was administered from home. Almost half of our students completed the challenge and received a certificate.

Aboriginal education
Otford Public School respects Aboriginal Australia by:

- acknowledging the traditional owners of the land at special functions and on a plaque displayed at the school entrance;
- teaching a unit on Aboriginal Australia to senior students; and
- teaching an Aboriginal perspective across all years wherever appropriate.

Multicultural education
Key initiatives in multicultural education included:

- celebrating Harmony Day with activities that focused on anti-racism;
- including a multicultural perspective in classroom curriculum studies; and
- raising awareness of our Anti-Racism Contact Officer.

Respect and responsibility
Otford Public School actively models and teaches the values of public education through its programs, organisation and approach to learning. Key initiatives included:

- peer mediation used to resolve conflict and teach empathy;
- the Peer Support program;
- focusing on the school's core rules;
- numerous buddy activities encouraging children to work and learn together;
- involving all students in environmental activities that helped to maintain the school grounds; and
- rostering all students to do lunchtime jobs.

Other programs

Technology in Classrooms
2008 saw a number of new initiatives being implemented:

- introduction of a 1 to 1 Laptops for Learning program, where each student from Year 4 to Year 6 was provided with their own laptop computer for use at school and home;
- interactive whiteboards being used in two of the three classrooms;
- document cameras being used in all classrooms;
- students using email to communicate with children from a range of international schools;
- students using new applications to create multi-media presentations;
- teachers undergoing some professional learning in computer education.

Research Group
Once again our school has offered a Gifted and Talented programme referred to as the Research Group. The group is partially funded by the P&C. The Research group meet for 2 hours a week in Terms 2 and 3. The students are exposed to weekly maths logic puzzles and science experiments. The major project each term is based on Bloom’s Taxonomy model of Higher Order Thinking. Ancient Civilizations, our unit from Term 2, produced some exceptional projects. In Term 3 we focused on Flight. The Research group was able to share their work with our school community during Education Week.

Progress on 2008 targets

Target 1

*Enhance literacy outcomes for all students.*

Our achievements include:

- conducting a NAPLAN analysis to determine literacy needs;
- continuing the research group for gifted and talented students;
- focusing on our literacy intervention programs;
• conducting staff meetings with a focus on grammar; and
• a higher incidence of the correct use of various grammatical features in students' writing.

Target 2
*Enhance numeracy outcomes for all students.*

Our achievements include:
• conducting a NAPLAN analysis to determine numeracy needs;
• improving communication with parents of students experiencing difficulties;
• reviewing the teaching of mathematics, especially mental computations;
• teachers having access to relevant resources.

Target 3
*Enhance student learning through the use of technology.*

Our achievements in 2008 include:
• implementing a 1 to 1 laptop program;
• introducing interactive whiteboards and document cameras across the school;
• maintaining and updating technology; and
• sharing children's work with parents during movie nights.
• students using laptop computers confidently at school and at home;
• teaching focused on pedagogy but constantly using a range of technologies in class;
• students, parents and teachers frequently sharing information electronically;

**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 2008 our school carried out evaluations of Management and Computer Technology

**Educational and management practice**

**Background**

As part of the school’s self evaluation cycle, it was determined that the school’s Management should be reviewed.

A questionnaire was developed and most families were approached for feedback.

**Findings and conclusions**

The school was managed effectively so that there are effective school and community partnerships. There are appropriate opportunities for parents to be involved within the P&C, School Council and general school activities.

Parents feel there is open communication, however some would like some more specific information related to the curriculum to be made available.

The physical resources are managed well and the maintenance of grounds and surrounds of the school are very impressive. The financial management of school resources are meeting requirements and providing adequate resources.

**Future directions**

Some investigation may be made so the parent bodies are more streamlined to allow for maximum gains to be achieved due to increase in family and work commitments.

More parent information sessions will need to be held to showcase children's work as well as inform parents of curriculum requirements.

**Curriculum**

**Computer Technology**

**Background**

Throughout 2008 the school community has been striving to achieve the target of enhancing student learning through the use of technology. Following the Gunbarrel Challenge, the funding was available to implement the 1:1 Laptop program in Years 4-6. The other grades also had access to more computers which led to an increase in their use.

**Findings and conclusions**

The majority of parents, staff and students feel we are:

• providing ample opportunities for the students to engage with technology while they learn;
• integrating the use of computers in all aspects of the curriculum;
• developing confident and competent computer users;
• allowing the children to develop their skills in a non threatening and fun way.

Future directions

The school needs to:

• maintain a high level of engagement in learning through technology;

• provide teachers with appropriate support and professional learning opportunities so they have the necessary skills and confidence with technology;

• provide parents’ with opportunities to observe the skills and knowledge gained and also develop an understanding of the syllabus;

• develop policies to be implemented to ensure the continuation of the technology programs continue into the future.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

• “Otford PS is unique in so many ways – it is located in such a lovely area, it is well resourced, you get this delightful feeling as soon as you walk through the gate, everybody is always so friendly and helpful.” (staff)

• “We are so lucky to attend school at OPS, we get so many more things than other schools”. (student)

• “Our students don’t realise how fortunate they are to attend a school that is so well resourced and have so many creative and dedicated teachers.” (parent)

• “I wouldn’t consider any other school for my son, Otford has it all.” (parent)

• “Why would you want to go to a school with all that concrete and tar – give me OPS any day!” (student)

Professional learning

Otford Public School staff members engaged in a range of professional learning activities throughout 2008. They included:

• school development days at the beginning of terms 1, 2 and 3, at which school planning, student reports and NAPLAN analyses were addressed;

• training afternoons where new software applications were introduced;

• staff attending the Apple Day to gain further knowledge and understanding of the latest technologies;

• workshops on literacy – Key into Comprehension and numeracy;

• weekly staff meetings to organise school events, review policies, analyse assessment data and plan initiatives.

The school provided training and development for seven teachers and two administrative staff. A total of $5191.18 was spent on professional learning in 2008. This, however, does not indicate that these funds were evenly shared by each teacher. School priorities determined how funds were spent.

School development 2009 – 2011

Targets for 2009

Target 1

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

Target 2

Students show improved understanding and knowledge of the content for their stage.

To develop authentic school-based methods of assessing and reporting.

Target 3

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

School environment is managed efficiently and in accordance with OHS guidelines.
Target 4
Connected Learning: Staff capacity is enhanced through staff training, leading to improved teaching and learning opportunities.

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

Strategies to achieve this target include:
Provide professional learning in teaching literacy.
Develop a school-based scope and sequence for each stage in writing.
Implement programs to support teaching, for example:
- Key Into Comprehension
- Reading Recovery
Review the home reading program
Analyze NAP results annually and focus on specific needs as a whole school.
Use ICT in each class with all students to improve reading, writing and talking and listening skills.
Conduct Learning Support Team meetings regularly to identify and review children with special needs.

Our success will be measured by:
Teacher capacity in literacy is enhanced leading to improved teaching and learning.
The school scope and sequence for writing is implemented.
Stage based assessments in use and data helping inform directions.
Literacy support programs strengthened to provide improved support to students with special needs.

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.

Strategies to achieve this target include:
Develop a school-based scope and sequence for each stage in all areas.
Analyze NAP results annually and focus on specific needs as a whole school.
Examine the role of available data in informing and improving teaching and learning in numeracy.
Adopt a whole school focus on working mathematically and share teaching ideas at staff meetings.
Focus on aspects of math: mental computations and strategies
Use ICT in each class with all students to improve mathematical skills.
Provide professional learning in teaching Numeracy – best practice linking to the Quality Teaching model.

Provide workshops to parents to increase level of understanding.

Our success will be measured by:
Specific numeracy skills targeted and improved.
The school scope and sequence is used.
Teacher capacity in numeracy is enhanced leading to improved teaching and learning.
Stage based assessments in use and data helping inform directions.
Children’s ability to problem solve and communicate their mathematical thinking strengthened.

Target 3
Teacher Quality: Quality teaching and learning practices are in place.

School environment is managed efficiently and in accordance with OHS guidelines.

Strategies to achieve this target include:
Develop a TPL plan for the whole school staff.
Staff given access to and participation in, innovative local and Regional professional learning activities.
Organise visits to look at interactive whiteboards in use.
Network with other local teachers and schools to share ideas and develop collegiality.
Link the elements of quality teaching to the use of ICT in every classroom.
Staff capacity to effectively assess and report to parents is improved through professional development sessions in this area.
Develop and implement a systematic process of school self evaluation to inform and improve teaching and learning.
Establish a SEMP plan to improve the school environment.

Our success will be measured by:
Whole school plan developed for professional learning.
The NSW Quality Teaching model is explicitly used in the school.
Increased focus and participation in professional learning for improved student learning.
Networking opportunities established for all staff.
Awareness of Quality Teaching Framework evident in teaching programs and classroom routines.

Develop a School Environment Management Plan after an assessment of the school grounds.

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

Strategies to achieve this target include:
Develop a scope and sequence for the use of technology across all stages.
Introduce a buddy system across the school so that students can assist each other acquire ICT skills.
Integrate video conferencing equipment into classroom practices.
Establish curriculum links for Connected Learning (how, when & why email, blogs, video conferencing, messaging, etc should be used).
Establish a Virtual Learning Environment, with school, class and student workspaces.
Establish processes for teachers to send homework electronically and children to return it in the same way.
Work towards sending most communications between school and home electronically.
Regularly update the school website. Establish further student opportunities to develop web pages and embed these into the school website.
Provide staff with professional learning in the use of connected learning advisory service for ICT evaluation.
Provide professional learning for staff in the use of Interactive white Boards (IWB) and computers in the classroom setting.

Our success will be measured by:
Increased focus and participation in professional learning for improved student learning in technology.
Teachers and students embracing current technologies and integrating the technologies into classroom practices.
Student capacity to use ICT in their learning is enhanced leading to improved student engagement and learning outcomes across all KLAS.
Home/school links extended to allow for work to be sent home electronically.
Teacher Professional learning and sharing.
Interactive whiteboards established in all classrooms.

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.

Stephen Goldrick, President, School Council
Mel Crawford, President P & C
Di Piggott, Community Member, School Council
Phil Flentje, Parent, School Council
Sean Heslehurst, Parent, School Council
Janelle Cudmore, Teacher, Otford Public School
Tanya Potter, Acting Principal, Otford P.S.

School contact information
Otford Public School
Station Road, Otford, NSW, 2508
Ph: 02 4294 1323 Fax: 02 4294 3675
Email: otford-p.school@det.nsw.edu.au
Web: www.otford-p.schools.nsw.edu.au
School Code: 2818

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: http://www.schools.nsw.edu.au/asr