Upper Orara Public School
Annual School Report

2011
Our school at a glance

Students
Upper Orara Public School’s enrolment at the end of 2010 was 34 students. Our classes were as follows:
- Class K/1/2
- Class 3/4/5/6

Staff
The staff at Upper Orara Public School comprises of one Teaching Principal, one Classroom Teacher and a Release from Face to Face (RFF) Teacher. In addition there is a School Administration Manager (SAM), a School Learning Support Officer (SLSO) and a General Assistant.

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

Significant programs and initiatives
The primary focus areas for Upper Orara Public School are literacy and numeracy. Other programs and initiatives include:
- Technology (Connected Learning)
- Accelerated Literacy
- Music
- Student Welfare & Peer Support
- Orara Valley Learning Community
- Gifted and Talented OV program
- Intensive Swimming
- Environmental Sustainability

Student achievement in 2011
Students at Upper Orara Public school performed well in NAPLAN tests. Students in Year 3 scored above the state average in Grammar and Punctuation, Numeracy and Writing. Students in Year 5 scored above the state average in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

Messages

Principal’s message
Upper Orara Public School is a small two teacher school on the western side of Coffs Harbour in the top end of the Orara Valley. A strong, dynamic partnership exists between parents, community members and staff who work to improve the educational outcomes for all students.

Parents elect to enrol their children at Upper Orara Public School because of its small size, their recognition of our ability to offer sound education programs and our record for achieving quality outcomes for students. These education programs, across all key learning areas, are designed to provide challenging and relevant learning. A strong emphasis is also placed on technology with internet connected computers and interactive whiteboards in every classroom. This equips students with the skills and knowledge to enable them to successfully contribute to society.

Upper Orara Public School staff is committed to developing tolerant and responsible students in a co-operative, supportive learning environment.

The Student Welfare Policy seeks to provide a happy and safe learning environment for all children. Peer support, personal health & development and anti-bullying programs are an integral part of the students’ education. Students are also taught values such as truth, freedom, honesty, respect, tolerance and inclusion as part of our Welfare Program.

2011 has been a challenging but rewarding year for staff and students as there was a major fire at the school in April 2011. The fire totally destroyed the Administration Building and Library. This resulted in a significant loss of school resources and the replacement of these resources is likely to continue for some years to come. The school received many donations from the community, and the hard work displayed by the staff to rebuild, demonstrates that the school and students are surrounded by caring, generous people.

The community also demonstrated their assistance by entering the school into the “I’m in the Mood to Shop” promotion which resulted in
the school winning a $10,000 donation from Park Beach Plaza. This money was spent on upgrading the technology equipment in the school, thus the children now have access to 25 PCs in their classrooms.

Throughout the year the students have been involved in many activities including excursions to Coffs Library, The Pet Porpoise Pool, Park Beach Surf Day and Sydney (Y5/6). The school has been involved in Orara Valley initiatives such as GATs days, K-2 enrichment at Ulong, Orara Valley sports carnivals and debating via video conferencing.

Staff have been involved in significant Professional Learning and this has resulted in a collaborative team effort to improve student outcomes and teach the students skills that will assist in their journey towards becoming contributing members of their society.

For Term 1 Leonie Bueler was the Relieving Principal as Robert Craig was on leave for the year of 2011. Leonie was successful through merit selection and is now the Principal at Raleigh Public School. I was fortunate to be appointed as Relieving Principal for the remainder of the year and commenced duty on April 24th, the morning of the fire at the school. It has been an honour and a pleasure to work with such an experienced and committed staff, who have all worked hard to rebuild the school. In particular, the local knowledge, assistance and dedication of the School Administration Manager, Mrs Julie Lusted, has helped ensure the school continued to run efficiently despite the tragic loss of so many school resources. I would like to thank all the staff who have supported me and assisted in persisting to ensure the delivery of high quality, effective education all year.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Sue Bryen (Relieving Principal)

P & C and/or School Council message

Well, 2011 has proved to be a challenging year if nothing else!

What, with a new relieving principal in term 1, who then got transferred at the end of that term. Then the shock and destruction of the fire in the holidays before our second relieving principal, Sue Bryen was to commence, was something no one could have anticipated happening! Poor Sue certainly was thrown into her role in a huge hurry, amidst all the chaos and soon to follow, red tape.

But in true ‘valley’ spirit, our community pulled together like never before and we as a school came out the other side stronger than ever, and the support by many locals and the general business community was nothing short of humbling.

It continued to be a busy year full of activities and at times excitement – nothing more exciting than our little school winning the Park Beach Plaza Shopping competition – a cool $10,000 for again, a great show of community spirit supporting our school.

We’ve had sports carnivals, swimming carnivals and the Eisteddfod – all of which our students have had some great success stories. There was the Year 5-6 excursion to Sydney, enjoyed by all, and just recently completed another year of the whole school attending the Intensive Swimming Programme at the Coffs Harbour Pool. P & C considers this swimming programme to be vitally
important, and again gladly paid for the bus transport to and from the pool to ensure all students were able to attend for minimal cost.

Fundraising has also been a success story for the P & C this year. The main earners were the Orara Valley Fair, a Bunnings BBQ, a couple of discos at the Hall, a cake stall on election day and the selling of the Melodrama costumes & props. These great fundraising efforts throughout the year have enabled the P & C to support the school in various areas. As mentioned, the swimming bus, and several others during the year, the Mathletics programme and the Gymnastics programme have all been funded by the P & C this year.

None of this could have been possible without the help and support of all the friends and helpers within our school community. And while it has been quite a busy year for the P & C committee, with some changes to the committee positions, we were able to again pull together to continue to work hard to support the school and all it stands for. I would like to personally thank all the members for their continued contributions and effort this year and past years as well. For a school of our size, we are very lucky to have such a strong P & C and supportive parents – and really, it’s all about the children.

I would like to take this opportunity to express a big thank you to the school staff for their enormous effort they’ve all put in during 2011. Sue and Julie, in particular, in the challenge of re-grouping and re-organising after the fire, excelled themselves. All staff gave far more than expected, and this is why we are a great school.

Michelle Chambers  
P & C Vice President

Student representative’s message

What a year 2011 has been. From the triumph of winning $10,000 in Park Beach Plaza competition, to the tragedy of the fire.

The year began with Mr Craig taking a year off and being replaced by Mrs Buehler. At the start of Term 2 Ms Bryen came to our school to replace Mrs Buehler who gained a permanent position at Raleigh Public School.

My favourite times included Orara Valley Softball, tennis and Bunnings visiting us to help us develop a vegetable garden. The highlight would have to have been the Sydney excursion.

I have enjoyed being school captain this year and have gained experience in leadership skills. I have learnt how to address officials and visitors to the school and how to be show tolerance towards others.

I have had a wonderful year. It has probably been the best year I have had, I have enjoyed every moment and I loved being school captain.

I really enjoyed the opportunity to host a fashion show and the school has helped me realise that I am capable of anything, nothing is impossible if you set your mind to achieve something. Everyone is really friendly at this school and I have made lots of friends.

The Sydney excursion was great and I really enjoyed the big day out at the Pet Porpoise Pool and Tabatinga.

As I move to high school I hope I make friends as easily as I did here.

Griffin Jenkins and Holli Beaumont. (School Captains 2011)
**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**

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>24</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td>20</td>
<td>25</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

**Student attendance profile**

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>89.4</td>
<td>95.7</td>
<td>95.7</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>91.6</td>
<td>92.0</td>
<td>98.9</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>87.8</td>
<td>96.8</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>98.0</td>
<td>90.1</td>
<td>96.6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>95.7</td>
<td>96.8</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>96.8</td>
<td>96.3</td>
<td>97.6</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>94.9</td>
<td>96.8</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.7</td>
<td>93.7</td>
<td>95.1</td>
<td>95.9</td>
</tr>
</tbody>
</table>

School attendance at the school has been increasing since 2008 and is above the current state and regional average.

**Structure of classes**
The school consists of two classes, K-2 and Y3-6

**Class Sizes**

<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>K/1/2</td>
<td>K</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>3</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>6</td>
<td>22</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**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.336</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>.865</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. There are no Indigenous people employed at Upper Orara Public.

**Staff retention**
The allocation of teaching staff remained the same from 2010.

The teaching Principal, Mr Robert Craig, took a year’s leave for 2011 and was replaced by Leonie Buehler. Mrs Buehler was successful through merit selection and became Principal of Raleigh Public School at the beginning of Term 2. Ms Sue Bryen was Relieving Principal from the beginning of Term 2 and remained until the end of 2011.

Mrs Yvonne Ide was permanently appointed as an SLSO for 14 hours a week from Term 3 2011.

Mrs Emma Peart, Mrs Sue Moore, Ms Sue Pratten worked on a part time basis in various roles throughout the year.

**Class sizes**
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.
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: 30/11/2011

Income $  
Balance brought forward 88328.10
Global funds 59948.15
Tied funds 112850.60
School & community sources 29101.49
Interest 5712.76
Trust receipts 1233.00
Canteen 0.00
Total income 297174.10

Expenditure

Teaching & learning
- Key learning areas 5199.67
- Excursions 7236.91
- Extracurricular dissections 6031.47
Library 456.94
Training & development 81.82
Tied funds 94958.08
Casual relief teachers 3882.41
Administration & office 38068.50
School-operated canteen 0.00
Utilities 6737.03
Maintenance 46676.57
Trust accounts 1647.65
Capital programs 0.00
Total expenditure 210977.05

Balance carried forward 86197.05

As the school experienced a major fire in April 2011, the school priorities and spending pattern was changed from the original budget.

A full copy of the school’s 2011 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 2011

Achievements

Arts

Upper Orara Public School continued its music program throughout 2010. The music program was based on lessons in percussion, singing and choir. Students performed at various assemblies and our annual school concert and presentation evening.

Some of the children’s art work was displayed at Toormina District Office. The children also took part in a major project of re-painting the water tank at the school, painting children from around the world to reflect our connectedness with the wider community.

Senior students were also involved in in-class debating. This valuable program provides students with the opportunity to enhance their public speaking and hone their debating skills.

Sport

Sporting programs at Upper Orara Public School continue to be focused on involvement, skills development and enjoyment. A wide range of opportunities are provided to students.

Sporting activities included:
- All students participated in the school’s annual athletics carnival. This was held at the local recreation reserve.
- All students attended the intensive swimming and water confidence program which was heavily supported by parents;
- All students participated in a surf safety day conducted by members of the local Surf Lifesaving Club where they learnt valuable skills in surf safety and enjoyed a day at the beach practicing these skills.
- Students in Years 3-6 participated in soccer, cross country, swimming, cricket and softball carnivals and clinics;
A number of students represented the Orara Valley and Coffs Harbour District in Cross Country and Swimming;

Physical Education for all students helped develop skills and healthy lifestyle habits.

Tennis was introduced as a Friday sport for all students. The students were coached by a visiting tennis professional.

All students took part in an intensive gymnastics program delivered by qualified coaches. This program was hugely popular and allowed students to use specialised equipment to develop their skills.

**Other**

**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)

**Year 3 Literacy NAPLAN**

With consideration to the privacy and personal information policies, the cohort for Year 3 was not big enough to report on here.

**Year 3 Numeracy NAPLAN**

With consideration to the privacy and personal information policies, the cohort for Year 3 was not big enough to report on here.

**Literacy – NAPLAN Year 5**

The students in Year 5 performed above the state average in Reading with no students performing below Band 5.

**Year 5 Writing**

Students in Year 5 performed well in NAPLAN writing and no students were in bands 3 and 4.
Students in Year 5 performed well in spelling and achieved a significant percentage above the state average in Band 8.

Students in Year 5 performed well in Grammar and Punctuation with no students in Bands 3 and 4.

**Numeracy – NAPLAN Year 5**

Students in Year 5 performed well in numeracy with the average score being above state average for numeracy.
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.

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Environmental Sustainability.

The students have been involved in a variety of sustainability programs this year, including assistance and support from the local Bunnings Team. This resulted in a revamp of the school vegetable gardens and the students are now growing, harvesting and selling produce from this area. As part of the evolving environmental theme, the school has also established a sensory garden, an outdoor fire pit/meeting area and the planting of over 60 native trees. The beautification of the school grounds continues with a view to sustainable practice.

Aboriginal education

The students have been enjoying learning about Aboriginal culture and perspectives throughout the year. NAIDOC week was celebrated with a Damper Making workshop and the students have also been learning a few words of the local Gumbaynggirr language. It is hoped that the children will have opportunity in the future to establish links with other schools that have a significant Aboriginal population to enhance the learning opportunities for all students.

Multicultural education

Multicultural education was celebrated and highlighted during the Book Week celebrations with the theme “One World, Many Stories.” The students took part in One World Day where they came dressed up as ‘someone from another culture’ and took part in a variety of creative art experiences from other cultures. The school library has also been restocked with a significant number of resources about other cultures to assist children in learning more about other cultures.

Respect and Responsibility

Students were involved in our Peer Support Program Term 4. This teaches the students values such as honesty, tolerance, respect, commitment and responsibility. These lessons were led by Year 3-6 students who completed Peer Support Training.

Senior students and school captains were also responsible for running monthly assemblies.

Accelerated Literacy

As part of the self Nominated Project for the Orara Valley Community of Schools, staff were involved in implementing Accelerated Literacy.
strategies into their teaching and learning activities. This was valuable Professional Learning for the staff and some of the ideas have been successful. On evaluation, the staff have found that adjustments are necessary when working with multi-stage classes and the continuation of staff professional judgment will continue to be an integral part of the planning process.

**Information Literacy and Library Skills.**

Due to the loss and necessary replacement of the library and all its resources, the students were involved in designing the library and choosing books to be purchased. They also learnt the skills of cataloguing and the Dewey Decimal system used to assist in the organization of the library. This has also involved the students learning about Information Technology and the use of Information Literacy skills in locating, accessing, selecting and organizing information.

**Progress on 2011 targets**

**Target 1**

*To increase the percentage of Year 3 students in writing (with an emphasis on audience, vocabulary, text structure and spelling) from 50% to 75% using school based assessment tasks in 2011.*

Our achievements include:

- In NAPLAN 2011, Year 3 writing performed above the state in identifying audience of a text and adjusts writing accordingly.
- 83% of Year 3 students recognise the organisational structure of a range of persuasive texts
- 83% of Year 3 students can compose a simple persuasive text using simple vocabulary
- 67% of Year 3 students consistently make attempts at correcting spelling using multi-strategy approaches.

**Target 2**

*To increase the percentage of Year 5 students in writing from -31% difference in State in sentence structure, -23% difference in State in paragraphs and -16% difference in State in spelling to equal to State in NAPLAN results in 2011.*

Our achievements include:

- Year 5 Students that can write paragraphs that contain the main idea are only -6% from the state average
- 40% of Year 5 students recognise the difference between a complex and compound sentence which is 21% above the state average
- 60% of Year 5 students accurately spell some difficult words which is 19% above the state average.

**Target 3**

*To decrease the percentage of difference from State in Year 3 NAPLAN Numeracy results with solving a range of single step problems from -25% to equal with State in 2011.*

Our achievements include:

- 67% of Year 3 students were able to use working mathematically processes to solve a multi step problem working backwards. This was 40% above the state average.
- 100% of Year 3 students could identify a correct number sentence which was 39% above the state average.

**Target 4**

*To decrease the percentage of difference from State in Year 5 NAPLAN Numeracy results with solving a range of one and two step problems from -24% to equal with State in 2011.*

Our achievements include:

- 80% of Year 5 students were able to use multiplication to solve a multi step problem which is 8% above the state average.
- 100% of Year 5 students can use a rule to continue a number pattern.

**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 2011 our school carried out evaluations of Organisational Management and Information Literacy Skills.
Educational and management practice

Organisational Management

Background

As the school has had several changes of staff in recent years, the staff decided to look at the systems and processes that were in place to allow for smooth succession and effective teaching and learning. The fire in the Administration building also destroyed many resources that assist in the organization of a school and thus the replacement of these resources was also seen as a priority.

Findings and conclusions

A lot of the knowledge in school traditions, events and processes were kept in the heads of long term staff and also some resources had been stored electronically off site. This allowed for events such as the Athletics Carnival, school excursions and Presentation night to follow traditional formats. It was also decided that a whole school plan would be put in place using the CoGS units of work that would assist in the planning, assessment and delivery of lessons. The school has also undertaken a commitment to storing information to be shared amongst staff electronically so that all staff can access information on an as needs basis.

Future directions

Staff will continue to work as a team and collaborate in creating and evaluating resources, procedures and processes. Systems will be put in place to allow for succession and new staff will have an awareness of school traditions and procedures.

Curriculum

Information Literacy

Background

As the fire had destroyed all resources in the library it was decided that this presented a good opportunity to review the use and resources in the library and look at how Information Literacy skills were taught throughout the curriculum.

Findings and conclusions

Staff identified this as an area requiring significant Professional Development as the changing nature of access to information has impacted on the skills students require to organize and manage their learning. The emphasis must now be placed on locating, selecting, organizing, presenting and assessing information on a ‘just in time’ basis.

Future directions

The amount of information available to today’s learners is increasing at an exponential rate. Students need explicit teaching in defining their question and how to access the information required. The library will become a centre of learning where children use a variety of sources to develop their ideas. Staff will be trained in the specific areas of Information Literacy and the children will be encouraged to use the fiction books in the library as a source of pleasure and creativity. Students will take on greater responsibility for running and organizing the library.

Other evaluations

Staff identified that in order to increase the sustainability of practices introduced this year the children need to take on greater responsibilities in maintaining the gardens and use of equipment in the school.

Staff also concluded that parents need more information and understanding about the changing nature of teaching and the skills required of learners in the 21st Century.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
Several methods were used to allow parents and community members to have express their opinions about the school. One of these methods included a parent survey about school culture. Surveys were sent to all parents and 5 surveys were returned. These responses included:

100% agreeing that they are proud of their child’s school and 80% agree that the students are the school’s main concern.

Student responses include:

Staff responses include:

“This year has seen great teamwork and decision making involving all staff.”

“This has been a challenging year but the teaching and learning has continued to be exemplary. The students have had the benefit of quality teaching that will assist in their knowledge and understanding of the world beyond the school gate.”

**Professional learning**

This year the staff were involved in significant Professional Learning in alignment with the commitment to Quality Teaching. This Professional Learning has included sessions in school, online, Video Conference and attendance at courses. Staff took part in:

- Child Protection Update
- Code of Conduct
- E-Emergency Care
- SMART Notebook Beginners & Intermediate Module
- New Maintenance and Cleaning Contracts Training
- North Coast Quality Teachers Conference
- 7 Habits of Highly Effective Leaders
- SLSO’s support the Development of Reading Skills RSRG
- Helping Learners to Help Themselves
- Financial Training
- Anaphylaxis Training
- Use of SMART data to improve student outcomes.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Literacy and Numeracy**

To increase identification and correction of spelling errors in students own work and increased understanding of paragraphs in writing from 50% to 100% by 2013.

To improve problem solving skills and increase NAPLAN results in patterns and algebra to 10% above the State average in Year 5 by 2013.

Problem solving is explicitly taught weekly.

**2012 Targets to achieve this outcome include:**

- Increase student use of proof reading and editing skills leading to an improvement in spelling in NAPLAN to equal State average.
- Use of paragraphs increased leading to improvement in NAPLAN written task to 75% of Year 5 students in 2013.
- Students results in Patterns and Algebra to 10% above the state average in Year 5 by 2013.
- Working mathematically is integrated in all areas of Maths resulting in an increase in NAPLAN results, particularly in Number.

**Strategies to achieve these targets include:**

- Whole school approach to proofreading and editing skills, including explicit
teaching methods and uniform symbols used to identify errors.

- Use of Literacy Continuum to plan for explicit teaching of paragraphs, grammar and punctuation.
- Explicit weekly teaching of problem solving activities in Maths.
- Use of Continuum to plan explicit teaching activities and allow for differentiation of skills.
- Staff training in use of Literacy and Numeracy continuums for assessment and planning.
- Staff attend Prioritising Grammar course to highlight explicit teaching methods.

- Staff training in Information Literacy Skills and the use of Literacy continuum (K-6) to improve student knowledge and skills.
- Collaborative teaching to support use of facilities and working towards older children being library monitors and assisting staff in making efficient use of borrowing time.

**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.

Sue Bryen (Relieving Principal)
Judy Cotterell (Teacher)
Julie Lusted (School Administration Manager)
Peta Robinson (Best Start Leader)
Michelle Chambers P & C Vice President.

**School contact information**
Upper Orara Public School
770 Upper Orara Road
Upper Orara
NSW 2450
Ph: 02 6653 8255
Fax: 6653 8425
Email: oraraupper-p.school@det.nsw.edu.au
Web: www.oraraupper-schools.nsw.edu.au
School Code: 2814

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: