

2021 Annual Report

Otford Public School



2818

Introduction

The Annual Report for 2021 is provided to the community of Otford Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

The Otford Public School community is dedicated to working together in an engaged, collaborative, respectful and innovative learning culture with high expectations for all who enter our school, in the pursuit of excellence, innovation, challenge and clarity.

Our school shares a rich language of learning and thinking, where student voice is valued school-wide and where each child is deeply known, valued and cared for. Rigorous, engaged and authentic learning experiences empower and challenge students to dream about their futures and connect their learning to their passions.

Our school team is committed to high impact professional learning in new and emerging technologies, teaching strategies and practices, identified by the learning needs of all students today and for the future.

We commit to developing students' collaboration, critical thinking, creativity and communication skills while building character and connections to the world around them.

School context

Otford Public School is a small school with multi-grade classes situated in the Wollongong North Network and the Seacliff Community of Schools. It is located close to the Royal National Park and the Otford village is surrounded by bush and close to local beaches. The community values the environment deeply and is committed to sustainability and connections to country.

Our school was established in 1885 and is greatly valued in the local community providing flexible learning groups and spaces, rich integrated learning experiences and a calm environment responsive to the wellbeing of all students. The school fosters a culture of high expectations and engagement for all.

Our school ICSEA value is 1107 in the 87th percentile, with 1000 being the average benchmark, which indicates a high level of educational advantage of students attending. Our school FOEI is 5, putting over 90% of our families in the highest two socio-economic groups. We have 6 EALD students and 1 integration funding student who require personalised support for their learning needs.

Otford Public School's motto is **We Learn and Grow Together**.

We value positive teacher-student and student-student connections, care and togetherness across Kindergarten to Year 6, where each student is deeply known, valued, cared for and challenged to achieve a year's academic and personal growth for a year's learning.

Students participate in innovative, school-based and student-centred curriculum designed learning programs across K-6. Our innovative whole-school units enable learning opportunities for deep thinking and learning, connections to real life and their futures, as well as effective differentiation for individual student needs, both in learning support and learning extension.

Based on the identified elements and themes of the School Excellence Framework of our External Validation process and the Situational Analysis, with support from the NIAECG, we have determined that we need to continue developing our summative and formative assessment and data driven practices to identify student achievements and progress in order to reflect on teaching effectiveness and impact. We will also focus on high impact professional learning and innovative teaching and learning practices to develop general capabilities in preparing students for successful futures.



Buddy Groups

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes and the assessment capability of every student in reading and numeracy, we will focus on the analysis of quality formative and summative assessment data and use evidence-based teaching strategies to inform and refine effective planning, teaching and feedback practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Assessment for Teaching

Resources allocated to this strategic direction

Literacy and numeracy: \$5,250.00

Professional learning: \$3,200.00

School Funds: \$1,428.00

Summary of progress

The impact on student learning of enhanced teaching assessment practice is visible by the effective and flexible use of rich formative, summative and diagnostic assessments to modify teaching and focused interventions, and to inform next steps for learning. With the disruptions of the last two years, there was a strong focus on assessment of basic literacy and numeracy skills to assess gaps that may have occurred during learning at home. This enabled teachers to develop learning in the areas of student need on their return to school.

Teachers trialed and utilised a broad range of assessment and diagnostic tools to determine students' literacy and numeracy baseline data: using department diagnostic tools, with Check Ins, Best Start, Phonics Screener and Phonological Awareness, Interviews for Student Reasoning and subscription assessments using Essential Assessments in Numeracy and a range of Progress Achievement Tests (PAT). In professional reflection and planning days, teachers worked collaboratively to triangulate and analyse data from the different sources to inform short cycle teaching focuses. These teaching sprints were determined by student progress, achievement and needs.

In Term 4, the school purchased a new Numeracy Literacy library of books, targeted to the strands of the syllabus, with hands on activities, to consolidate links between literacy and mathematics. These were used on return from learning at home and were highly engaging for the students and supported teachers to make strong links across the two key learning areas.

Data walls in Vocabulary and 2D/3D Space were developed and teachers tracked student achievement and progress across the learning progressions in these areas of focus.

Students used feedback from the Essentials Assessments reports, and confirmed by other assessments, to set learning goals in their own areas of need. Progress towards these goals were discussed with the classroom teacher and monitored over time. Teachers continue to use a range of formative check-ins during lessons.

A draft K-6 assessment scope and sequence was developed by teachers to monitor best practice in assessment. This has had an impact on teachers' data literacy expertise and data use and promoted collaboration between class teachers on analysing and interpreting students' results. As a team, we would find commonalities in areas of learning to set as whole school focuses.

As a result of our work and our ongoing focus, our teaching and learning programs and assessments schedule will be supported by further professional learning with links to the new English and Mathematics syllabuses.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

<p>Uplift the percentage of students achieving top 2 bands in reading to increase from baseline.</p> <p>Uplift the percentage of students achieving top 2 bands in numeracy to increase from baseline.</p>	<ul style="list-style-type: none"> • Data indicates 69.23% of students are in the top two skill bands for reading which is a 4.23% increase against baseline data. • In numeracy, 61.54% of students are in the top two skill bands indicating a 13.41% increase against baseline data.
<p>Increase the percentage students achieving expected growth above 2019 reading baseline.</p> <p>Increase the percentage students achieving expected growth above 2019 numeracy baseline.</p>	<ul style="list-style-type: none"> • The proportion of Year 5 students achieving expected growth in NAPLAN reading is 100%. • The proportion of Year 5 students achieving expected growth in NAPLAN numeracy is 83.3%.
<p>The number of students attending greater than 90% of the time is maintained or improved from 2019 baseline.</p>	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has increased by 9.72%.
<p>SEF elements Learning- Assessment themes of formative and summative assessment and whole school monitoring are self-assessed at sustaining and growing.</p> <p>SEF elements Teaching- Data Skills & Use themes of data literacy, analysis and use in teaching and planning are self-assessed at sustaining and growing.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework in the element of Assessment shows the school currently performing at sustaining and growing in the themes of formative and summative assessment and whole school monitoring of student learning. • Self-assessment against the School Excellence Framework in the element of Data Skills & Use shows the school currently performing at sustaining and growing.



Student Leaders Term 1

Purpose

To improve student learning outcomes in new curriculums, general capabilities and digital innovation and have every student prepared and ready for their future, we will embed explicit teaching and effective classroom practices in a school-based and student-centred curriculum design, through a practice of **R**igorous, **E**ngaging and **A**uthentic Learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Digital Innovation
- Innovative Practices

Resources allocated to this strategic direction

Creative and Critical Thinking For Improved Learning Outcomes: \$6,600.00

Professional learning: \$1,500.00

Summary of progress

Through teacher professional learning courses and collegial discussions to support home learning, teachers built on their digital skills to deliver learning online using the Teams platform, allowing for digital differentiation and delivery of digital learning and assessments. The professional learning undertaken by teachers and principal engaged in various modules of Microsoft Educator training, to build their capacity of effective use of TEAMS for academic and social learning at home. This training was added as teacher-identified hours for NESA accreditation.

The use of various apps in units of work activities, both in learning at home and back at school, built both teacher capacity to integrate ICT in multimodal activities and student confidence in their use. The senior class used Microsoft Teams to engage in set assignments online and set up personal folders to submit their writing for teacher and peer feedback. Junior classes used Teams throughout the learning at home period with reported increased confidence in their digital skills. Most students engaged daily and navigated the digital platform successfully, believing they were working similarly to being at school. This feedback showed a further improvement and refinement on the work done by teachers in 2020 to support learning at home.

Teachers developed online lessons through TEAMS, to include whole school learning activities, special events and wellbeing groups. Teachers stayed online during the school day, further supporting parents working at home, and giving all day access for students who needed support. Teachers reported higher confidence in teaching online and remotely, with the skills shown that may be used for a hybrid delivery model going forward.

Across the year, teachers undertook several days of professional learning and gained an initial understanding of the use of SOLO (Structure of the **O**bserved **L**earning **O**utcome) taxonomy and embedding Creative and Critical Thinking (CCT) practices into our teaching programs and classrooms. Teachers trialed SOLO taxonomy and introduced language in topic specific areas (2D space/ 3D objects and vocabulary). Our whole school focus was on students learning to generate ideas, possibilities and actions, imagine possibilities and connect and seek solutions. Various strategies and tools were trialed in Semester 1 while undergoing the professional learning. We have developed a CCT resource hub for teachers and all staff are in a Microsoft Teams CCT Community of Engagement with other involved schools, where we can share resources and best practice.

We trialed the PAT Critical Reasoning assessment to develop a baseline assessment of student CCT skills. As a result of this assessment task, we decided upon which elements we will focus on in 2022 that will promote argument analysis and basic logic. We found that students in Years 5 and 6, scored low in the elements of 'Reflecting on thinking and processes', 'Think about thinking' (metacognition) and 'Apply logic and reasoning'.

Staff are on track to continue this initiative in 2022, as we were not able to fully implement due to learning at home and the strong focus on literacy and numeracy skills on return to school. With 78% expecting to go to university (Tell Them from Me survey 2021/Semester 2), a strong emphasis and need to develop critical thinking skills is a priority and our work will continue across the school plan.

A class teacher attended a High Potential Gifted Education leaders course and the principal completed the online modules. The focus of our work on high potential and gifted students is being moved to 2022 when there will be more department support and resources to implement this new policy. We will work together on the Evaluation & Planning Tool early in 2022 to determine next directions and activities and what learning domains we will focus on.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Develop staff and student use of digital platforms and solutions for teaching, learning and assessment with baseline measures of the digital maturity assessment framework.	<ul style="list-style-type: none"> • The draft Digital Maturity Assessment Framework was used by 100% of staff to identify current use of technology and its impact on student learning experience and digital teaching processes. • Self-assessment against the Digital Maturity Assessment Framework in the element of Student Learning Experience shows the school currently performing at sustaining and growing in personalised and connected capabilities. • Self-assessment against the Digital Maturity Assessment Framework in the element of Digital Teaching Processes shows the school currently performing at sustaining and growing in planning and programming, feedback and reporting.
Professional development on the new curriculum reforms and feedback on K-2 English and Mathematics syllabuses.	<ul style="list-style-type: none"> • Delayed implementation of the new curriculum reforms in 2021 have required this work to be postponed to 2022.
Investigate and research best practice formative assessment practices across K-6 classrooms.	<ul style="list-style-type: none"> • 100% of staff used Essentials Assessment digital platform to evaluate summative assessment data and inform formative assessment practices, to identify student learning achievement and progress.
Deliver high impact professional learning in Critical and Creative Thinking for Improved Student Outcomes through action research.	<ul style="list-style-type: none"> • 100% of staff completed professional learning as part of the Critical and Creative Thinking action research project in Semester 1. Delayed initiative in Semester 2 has required this work to be postponed to 2022.



Learning at Home Legends

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$17,402.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Otford Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: The eligible student demonstrating progress towards their personalised learning goals and achievement in both literacy and numeracy outcomes. The student's learning goals were regularly updated across the year and responsive to their learning needs and progress, ensuring the student received personalised learning and support within their own classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: The use of integration funding will continue to support the student in the classroom with SLSO support, reviewing and reporting on their personal learning goals across the year in response to needs. The classroom support will also assist in the planning and transition of the student to high school.</p>
<p>Literacy and numeracy</p> <p>\$5,250.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Otford Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment for Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assess all students on SENA 1-4 tests as baseline data and enter into ALAN and whole school numeracy assessment spreadsheet. • Involvement of Years 3-6 in MathsBurst action research project in developing spatial awareness and promoting spatial thinking. • teacher release to engage staff in assessment and data reflection days. <p>The allocation of this funding has resulted in: All assessment data from formative and summative assessment sources were collected and analysed to find learning gaps. Targeted literacy and numeracy programs for identified students, performing below the expected level for their stage, were implemented in class and in COVID ILSP groups. Teachers worked collaboratively to develop a draft assessment schedule across K-6, reflecting on assessment sources of what worked best, to inform planning and programming for students' points of need.</p> <p>After evaluation, the next steps to support our students with this funding will be: To support targeted and differentiated planning, programming and assessment through whole staff reflection days. Focusing on quality curriculum implementation will require teachers to align new outcomes and learning progressions to curriculum provision.</p>
<p>Professional learning</p> <p>\$7,700.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Otford Public School.</p>

<p>Professional learning</p> <p>\$7,700.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment for Teaching • Innovative Practices • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Five-weekly data sessions where teachers entered data on PLAN2 and reflected on each term. • Student assessment data informed professional learning- Focus on Vocabulary online module - staff explored the importance of vocabulary knowledge for reading and writing. Teachers explored how to plan for explicit vocabulary instruction in all curriculum areas and how to establish a culture that supports word conscious learners. Resources for teaching, consolidating, differentiating and assessing vocabulary instruction were explored. • Staff member attended leaders course in High Potential and Gifted Education. Principal completed online module. Further professional learning will be released in 2022 and supported by a Community of Practice. <p>The allocation of this funding has resulted in:</p> <p>Teachers collaboratively planning for explicit vocabulary instruction and improved assessment strategies, across mathematics in the geometry strand.</p> <p>Teachers have demonstrated a sound understanding of student assessment data analysis and use, to inform planning and modify teaching practice. Students have clear learning goals in mathematics, using Essentials formative assessments.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>For teachers to provide explicit vocabulary instruction in other key learning areas.</p> <p>In 2022, in the HPGE area, the school team will develop a school-wide focus on identifying students with potential across the four domains and will work within a Community of Practice sharing learning with other schools.</p>
<p>Socio-economic background</p> <p>\$919.09</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Otford Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to supplement the COVID ILSP to support identified students with additional needs in literacy. <p>The allocation of this funding has resulted in:</p> <p>As a direct result of the consistent, targeted intervention, students and teachers are reporting increasing engagement both in small group tuition and upon return to classroom. The majority of the students in the program achieved significant progress towards their personal learning goals. 100% of students made growth in phonics and phonological awareness with 75% reaching the expected target.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need with the funding of a three day Stage 2 class in 2022. Providing additional assessment and support for K-2 students will continue to support the classroom teacher to</p>

<p>Socio-economic background</p> <p>\$919.09</p>	<p>meet student personal learning goals.</p>
<p>English language proficiency</p> <p>\$2,488.90</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Otford Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to supplement the COVID ILSP teacher to support identified students with additional needs in literacy. <p>The allocation of this funding has resulted in: As a direct result of the consistent, targeted intervention, students and teachers are reporting increasing engagement both in small group tuition and upon return to classroom. As with SEB funds above.</p> <p>After evaluation, the next steps to support our students with this funding will be: To provide extra teacher support in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$16,761.18</p>	<p>Low level adjustment for disability equity loading provides support for students at Otford Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of third teacher to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students. <p>The allocation of this funding has resulted in: An increase of students achieving at or above expected growth in assessment results in the Stage 2 class.</p> <p>After evaluation, the next steps to support our students with this funding will be: To support a three day per week Stage 2 class.</p>
<p>QTSS release</p> <p>\$11,772.39</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Otford Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • supported funding of a third teacher on class. <p>The allocation of this funding has resulted in: Classroom teacher reported lessons differentiated according to students' needs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>QTSS release \$11,772.39</p>	<p>continue to fund the additional class teacher to better meet the needs of students.</p>
<p>COVID ILSP \$13,454.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teacher to deliver small group tuition. • providing targeted, explicit instruction for student groups in literacy - Phonics, Phonological Awareness and Creating Texts. <p>The allocation of this funding has resulted in: The majority of the students in the program achieving significant progress along the literacy learning progressions. 100% of students made growth in phonics and phonological awareness with 75% reaching the expected target.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>



Working Together

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	30	36	42	32
Girls	19	18	16	16

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.1	98.5	96.1	97.5
1	91	94.3	95.6	94.6
2	93.8	96	96.2	95.2
3	94.4	95	95.9	98.1
4	91.2	97.2	92.2	93.4
5	91.5	89	97.2	92.6
6	97.3	94.1	94	96
All Years	93	94.7	95.4	95
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



Tell Them From Me survey feedback groups

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.99
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



Team Otford

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	109,037
Revenue	784,773
Appropriation	759,833
Sale of Goods and Services	5,791
Grants and contributions	18,702
Investment income	46
Other revenue	400
Expenses	-779,615
Employee related	-724,452
Operating expenses	-55,163
Surplus / deficit for the year	5,158
Closing Balance	114,195

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	17,196
Equity Total	20,169
Equity - Aboriginal	0
Equity - Socio-economic	919
Equity - Language	2,489
Equity - Disability	16,761
Base Total	629,293
Base - Per Capita	14,298
Base - Location	0
Base - Other	614,995
Other Total	31,825
Grand Total	698,484

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



School performance - NAPLAN

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.



Year 6

Parent/caregiver, student, teacher satisfaction

In the Semester 2 Tell Them From Me survey, student's perseverance measures indicated the extent to which they could pursue their goals to completion, even when faced with obstacles, such as learning at home for such an extended period. High perseverance as described by students was 38%, medium was 58% and low was 4%.

On returning to school from learning at home, we surveyed both parents and students. Important reflections were shared:

- 82% of parents agreed or strongly agreed that the communication from the school helped them support their child's learning at home. "I've been very impressed with the school's ability to create a home-learning program so quickly and effectively. I've appreciated the teachers' support in getting us started and encouraging us all as we move forward. I've appreciated all the emails and comms." "Amazing ability to be flexible and to take quick action! Great communication skills! The team in Otford school has been outstanding during this crazy time and made home schooling lots less challenging for me than I thought it would be.
- 76% of parents could see that their child was able to progress in their learning from home and reported 92% were putting in their best efforts.
- 76% reported students were in online meetings daily and 94% weekly.
- 82% of students described themselves as engaged in home learning, completed set tasks and engaged in TEAMS meetings.
- 90% of students reported they put in their best efforts, 80% stayed on task and worked independently, and both demonstrated and valued persistence.

Many parents described resilience as the 'must have' wellbeing focus at the beginning of learning at home for the second time. They described "the ability to focus on individual challenges and spend as much time as required to finish the task" as most important and that "resilience, adaptability and determination to finish all work everyday" was accomplished by the end of the term.

We are incredibly proud of our students, our teachers and our parents as partners in learning through another challenging year.



Wellbeing groups on return to school

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.