

Ettalong Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Ettalong 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 school 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.

Colin J. Wallis

Principal

School contact details

Ettalong Public School

Karingi St

Ettalong Beach, 2257

www.ettalong-p.schools.nsw.edu.au

ettalong-p.School@det.nsw.edu.au

4341 3550

Message from the Principal

Welcome to the Ettalong Public School Annual Report for 2016. This has again been another highly successful year for our school.

Our school enjoys a well-deserved reputation as a community school with an outstanding range of curricula and extra curricula activities that meet the learning and social needs of the individual student. The school delivers **quality education in a caring environment** and stays true to its motto **"Be True to Yourself"**. The school's expectations of **Respect, Responsibility and Ready to Learn** underpin our positive and caring approach to students.

Academically our students continue to excel. The school's results in the 2016 NAPLAN were very pleasing. These results were the result of great teaching supported by quality innovative programs, strong leadership and excellent resources coupled with the provision of quality and effective professional learning.

Innovation and change has continued unabated with technology. The school has been able to purchase further class sets of iPads. Other technological resources have been streamlined and continued innovative leadership in this area has enhanced information technology in the school.

The successful implementation of the Raising Responsibility philosophy for effective behaviour management continued to have a positive impact. Two staff members also received Basic Week training in Choice Theory, an innovative behaviour management process. The school's lunchtime playground program, *Gettalong* has grown in strength and effectiveness.

Our School Chaplain, Community Liaison Officer and Aboriginal Community Support Worker successfully supported students, families and staff. This enhanced the well-being of all students. Our three day a week Breakfast Club also assisted our students.

In Performing Arts our school continued to excel. In 2016 our fledgling band commenced and performed for students and parents at several school events including our Carols night. In 2016 we also ran our triennial Art Show. Parents and friends were absolutely amazed at the standard of the art work the students produced under the guidance of their dedicated teachers. Our school's Djembe drumming group continued to go from strength to strength performing highly successfully at numerous school and community events.

In the sporting area our students continued to perform well in a wide and varied range of sports. One student represented the Sydney North area at the state athletics carnival.

In 2016 our school continued to be the grateful recipient of the Dymocks' Children's Charities Book Bank. Through this initiative each child in Years 3 to 6 received a new book from the Premier's Reading Challenge list each term. This

program has continued to “switch” children on to the wonderful world of literature, encouraging them to read for pleasure with clear benefits.

Under expert and caring tutelage of our highly skilled staff, our students continued to work and grow enthusiastically. As a school we strive to create child-centred learning environments where students’ needs are identified and staff and students are eagerly engaged in the pursuit of academic excellence.

School background

School vision statement

Happy, safe and respectful children, learning to the best of their abilities to become responsible citizens.

This vision is closely aligned to the Melbourne Declaration, with a 2015 to 2021 lens.

Further, our vision is embedded within the “Melbourne Declaration on Educational Goals for Young Australians” (December 2008), in which schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians. To this end Ettalong Public School shares this responsibility with students, parents, carers, families, the community and other education providers.

Our vision is further underpinned by the school’s three core expectations;

- Respect
- Responsibility
- Ready to Learn

School context

Ettalong Public School with an enrolment of 532 students, including 11% students from Aboriginal and Torres Strait Islander background, is a community school with committed teachers and rigorous curriculum programs focused on academic growth and development. The use of digital technologies to support student learning is increasing dramatically in the school over recent years. In embracing the philosophy of every child, every opportunity the school caters for gifted and talented students and students with special learning needs. The school has four support classes; three Multi-Categorical and one IO/IS. These classes form an integral component of the school setting. Ettalong Public School is an inclusive school and nurtures the social success of each individual by maintaining a positive and caring learning environment. Community participation and involvement in the life of the school is seen as an important feature and vital for students’ academic and social success, and has been gradually increasing. The school strives for academic success and students’ academic growth over time from Kindergarten to Year 6 has been well above state average in all areas, however the general results remain an area for concern. The school is fortunate to have a skilled and dedicated staff at various stages in their careers. There is an ethos of mutual respect and support. All display enthusiasm for their chosen profession, are life-long learners and are open to innovation and change.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school’s progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated

In the domain of **Learning** our school’s evidence supports **Sustaining and Growing**.

Our Staff is a dedicated and committed mix of young enthusiastic teachers who work alongside more experienced staff to complement each other, providing fun, quality learning experiences for our students. Students and staff demonstrate healthy, respectful relationships where staff present and behave professionally as positive role models to students and the community. PBL lessons imbed our values of Respect, Responsibility and Ready to learn into school life, both in and out of the classroom. Signs around the school ensure all students, staff and visitors are familiar with our values and the expectation of adhering to them. The Friendship Seat, CATCH and PATCH are all part of our very successful friendly playground program known as Gettalong.

Learning alliances with local schools include working within the Local Management Group committees, Curriculum

Advisory Groups, Positive Behaviour for Learning and the AECG. With a transient population due to a rental shortage, continuity across schools on the peninsula reduces the chance of children developing gaps in their learning as they move from one school to the next. These learning alliance groups are highly successful and very popular as they also provide opportunities to network and increase both professional and social connections for all staff. Included and highly valued is the Cultural Continuum for Indigenous students that is coordinated by the local AECG and supervised in schools by teachers and Aboriginal workers. Four Special Education classes complete our school perfectly with three MC classes and one IO/IS class. Students are a delight to work with as they work in their classrooms, integrate into other classes and play with mainstream children in the playground at recesses and lunchtimes.

Attendance has been a focus this year as rates are below state average. Attendances are closely monitored with letters, phone calls, encouragement and reminders constantly being given. A friendly, healthy relationship with the HSLO is maintained by the school. Students are not berated for arriving late, rather they are thanked for coming to school and asked to try to be on time the following day.

A speech therapist was employed at Ettalong PS to assist a number of our younger students and due to its success and popularity, it is hoped funds will allow this to continue next year. Incursions such as Author talks, a Paralympian information session and the Planetarium visit to our school have been highly successful and productive and of course, curriculum based excursions to venues such as Laycock Theatre for Kindergarten, Canberra, Hyde Park Barracks and Myuna Bay Sport & Rec Camp are all wonderful experiences that some of our students may not enjoy otherwise.

The results of this process indicated that in the School Excellence Framework domain of **Teaching**, our evidence concluded we are **Sustaining and Growing**.

Teaching practices are evaluated regularly and thoroughly through PDPs, classroom observations, performance data and informal assessments. Informal feedback is provided daily to students and formally through student reports, parent/teacher interviews and national assessment reports. Teachers are encouraged to participate in professional learning both in and outside the school, including visiting the Leadership and High Performance pages on the DEC intranet. Professional learning is logged on the MyPL website.

Staff professional development is complemented by Stage planning and learning days where RFF is collapsed once per term and extra school-funded time provided, giving teaching staff one full day of planning and professional dialogue. These days are extremely productive and are highly valued by staff. On these days, programs, policies and processes are critiqued and upgraded to ensure delivery of innovative and differentiated lessons that will help prepare students to meet the future head-on and equip them for success, no matter which path they choose. Observations by peers are part of the PDP process, providing teachers with constructive feedback to further improve teaching practices. Expertise within the school is identified and encouraged, with information shared at staff meetings, stage and committee meetings and in hands-on, staff development sessions. We have a wide variety of experienced staff who are always willing to share their knowledge and experience, formally and informally, with others.

A particular focus has been on Maths using PLAN data and Literacy L3 groups. At Ettalong PS all students are expected to know at which reading level they are achieving. All students are assessed against the English syllabus outcomes and are monitored using the Literacy Continuum. A future direction is the consideration of Focus on Reading 3–6. Until lunch time each day, it is requested that disruptions are kept to an absolute minimum to allow Maths and Literacy sessions to be completed.

Assessment and Reporting guides teaching programs and provides information for discussions with parents and carers. Student reports are comprehensive and written in language that all adults can understand. Our school's 2016 student growth results are pleasing and we now look forward to increasing the number of children in the middle to higher bands in the NAPLAN assessments.

Australian Professional Standards for Teachers are referred to when developing goals for PDPs. Teachers at Ettalong PS have the opportunity to meet, discuss and input accreditation requirements one afternoon per month, after school where two experienced teachers provide guidance and assistance to lesser experienced teachers in a friendly, helpful environment. All teachers including permanent, temporary and casual staff have become more familiar with these standards through the completion of lesson observation feedback and are expected to demonstrate personal responsibility for maintaining and developing their professional standards.

The results of this process indicated that in the School Excellence Framework domain of **Leading**, our school considers itself to be at the level of **Sustaining and Growing**.

Our school leadership team is a highly supportive group of professionals that is dedicated to the learning needs of our students and the development and promotion of teachers. This year, 2016, the principal, who has over twenty years experience as a school principal, took on the role of Principal Leader, LMBR, providing the opportunity for the Deputy Principal to relieve in the principal position for three terms.

Our Annual Report celebrates the success of our students and the School Plan and Milestones identify areas for improvement. Milestones are written and monitored to ensure programs are on track and aligned with allocated budgets.

The Ettalong community is very supportive of our school through a variety of means including our Breakfast Club sponsored by the Red Cross, our gardens and barbecues supported by Bunnings, book certificates from Bakers Delight, donations from local clubs, bus hire for Riding for the Disabled by the Ettalong Bowling Club and various other local companies who support our fundraising activities. The local Men's Shed has developed a wonderful rapport with a number of our Year Six boys.

Local professionals demonstrate their support by offering services at no cost or at reduced prices. Many of these people give talks at our pre-Kindergarten Head Start sessions, providing reassuring advice to parents who are introducing their first child to the world of public education. Groups such as Surf Life Saving Clubs and Get Hooked on Fishing provide engaging lessons free of charge.

Opportunities are extended to teaching staff whenever possible to relieve in higher grade positions or to work alongside executive staff to further advance their own knowledge and skills. The executive team demonstrates professional leadership in a calm, efficient manner, displaying expertise and finesse. All staff has been invited to peruse the Leadership and HighPerformance site to broaden their knowledge and understanding of departmental policies and expectations. One afternoon per month, all staff are invited to join executives to discuss and complete the Principal Credentials, in a friendly, non-threatening environment. Even those not yet ready to apply for executive positions are encouraged to be aware of the benefits of the information available on this site.

Staff enjoys working collaboratively and are mindful of the needs of others. To promote a happy, friendly staffroom, an outdoor eating area has been created with a table tennis table and barbecues. A number of teachers have organised a fitness group on Wednesday afternoons when an instructor comes on to school grounds to put them through their paces. Morning teas are frequent occurrences.

School resources are well utilised with groups such as dog trainers, physical culture, karate, YMCA Before and After School Care and music instructors hiring our facilities. The local Baptist Church combines with our school to hold Easter services and Christmas Carols by torchlight each year. Students and teachers from our school march proudly in the Woy Woy ANZAC march, every April 25.

Our school grounds are well maintained by the GA and through astute budgeting practices. All classrooms are air conditioned and have interactive whiteboards. Technology is highly valued at Ettalong PS and our extensive bank of iPads, netbooks and desktops is only possible through diligent budgeting habits.

Ettalong PS has a very low turnover of staff, encapsulating a very high level of satisfaction in the workplace. This wonderful, friendly atmosphere is a credit to the efforts of all staff here.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Teaching and learning for all Students in all Areas

Purpose

Engage every child with a differentiated and challenging, relevant curriculum with a focus on developing, individual strengths, a love of learning and the capacity to achieve and enable academic and social progress.

Overall summary of progress

Staff continued to implement Language, Learning and Literacy (L3) in Kindergarten and this was extended to Year 1 students in 2016. Primary classes utilised LaST resources and assessment data to differentiate programs in Literacy. TEN (Targeting Early Numeracy) training continued in Stage One with the remainder of Stage One teachers to be trained in teaching numeracy strategies. These strategies were embedded into teaching programs then used as part of the assessment for all K–2 students to give accurate data. These individual programs equipped students with early learning strategies in reading, writing and working mathematically.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">All students achieving below RR level 28 to improve two reading levels.	88.03% of students reading below RR level 28 improved by a minimum of two levels. 6.91% improved by one level. 100% of kindergarten students achieved a growth of two or more levels, the greatest growth being 18 levels.	Literacy Numeracy funds • Literacy Numeracy funds (\$15018.00) • Professional Learning funds (\$10230.00)
<ul style="list-style-type: none">NAPLAN data to show a decrease of 2% in number of students achieving in bands 1 and 2 in Literacy and Numeracy	NAPLAN data revealed that students are still over represented in the bottom two bands in all year levels, however the number in the bottom two bands has shown a 3% decrease. The number in the two bottom bands decreased 1.2% in Year 5 and 18.5% in Year 7. In Literacy there has been a significant decrease of 9% in the bottom two bands.	LAST and SLSO Learning Support Team Equity funds • Low level adjustment for disability (\$54210.00)
5% increase in the number of students achieving in top two bands	In Year 3 the number in the top two bands increased 2.8% to 31.9%. In Numeracy the number in the top two bands showed close to the same levels as for 2015 in Year 3 but increased 3.7% to 38.7% in Year 5 and increased 21.5% in Year 7.	
<ul style="list-style-type: none">PLAN data to show movement for all students along the Literacy and Numeracy continuums	All students displayed growth along the Literacy and Numeracy continuums.	

Next Steps

The L3 Literacy program is to be extended to Year Two students with teachers undergoing intensive training in 2017. Students in Year One reading at lower than Level 9 will be referred onto the Reading Recovery program.

The Focus on Reading initiative will be implemented in 2017 for all teachers in Years 3–6. Two teachers will be trained as school based trainers to present the initiative during staff meetings and School Development Days.

The Sound Waves Spelling Program will be implemented across the school in 2017. Intensive professional learning on the program will be delivered by staff and guest presenters.

Equity funds will provide increased LaST time to assist in classrooms with a focus on literacy and numeracy groups. School Learning and Support Officers (SLSOs) will also be allocated to assist children who are not achieving at expected

levels.

Enrichment programs to stimulate those students working above expectations, identified by classroom teachers and LaSTs, will be delivered.

Speech therapist to be employed using school equity funds to assist children in Years One and Two.

Whole staff professional learning will continue in 2017 to ensure quality teaching to all students.

Strategic Direction 2

Quality Systems Leadership, Teacher Development and Performance

Purpose

A whole school systematic delivery of an innovative and relevant, quality teaching curriculum whilst developing the leadership capacity for all staff, including a clear understanding of the elements of effective quality teaching and leadership and how this applies at Ettalong Public School and in the Brisbane Water Learning Community.

Overall summary of progress

Funding from Reform Agendas such as Great Teachers, Inspired Learning (GTIL) and Quality Teaching Successful Students (QTSS) was utilised to mentor classroom teachers in teaching quality, leadership preparation and leadership development. It was also used to provide induction for new staff, ensuring a strong, positive and strategic approach to school priorities.

Successful introduction of the new Geography curriculum to all staff K–6 and trial of the syllabus by Stages 2 and 3 resulted in significant impact on teachers' enthusiasm and knowledge of the new syllabus and set us up ready for its full implantation in 2017.

All staff developed a Professional Development Plan which were reviewed and modified to improve their performance, using the Classroom Practice Continuum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All accredited teachers complete min of 20% requirements to maintain proficient teacher accreditation.	All teachers have relevant PDPs that in all cases reflect the school and Department key focus areas. Peer observations were held both by peers and supervisors, this allowed teachers to reflect and discuss their teaching strategies and improve on their teaching. The majority of teachers indicated that they enjoyed the opportunity and valued the activity. Teachers also indicated that they found the stage planning days a further excellent resource to enhance teaching skills and undertake further professional learning as a team. Monthly meetings to support teachers through their accreditation and maintenance processes led to four teachers, including two casual teachers attaining proficient level and two teachers completing maintenance requirements.	Weekly RFF teacher allocation plus extra release. <ul style="list-style-type: none">• Professional learning funds (\$6750.00)• Quality Teaching, Successful Students (QTSS) (\$3450.00)
S2 and S3 teachers trial new Geography syllabus, in conjunction with History syllabus, using inquiry process.	Units of work in History/Geography successfully implemented across Stages 2 and 3. Student engagement and learning within these areas were observed to be strong and teachers reported that the units were effective and well developed. Teachers gained confidence in teaching the units. Assessment tasks are being developed for full implementation in 2017.	Purchase of resources to complement and assist the teaching of the units. <ul style="list-style-type: none">• School – consolidated funds (\$2600.00)

Next Steps

Provide quality professional learning on the new whole school spelling program, Sound Waves and continue L3 training for K–2 class teachers. Years 3–6 teachers will receive training in Focus on Reading and all teachers will receive further training on innovative student well being programs. Newly appointed teachers will be specifically targeted for extra support and mentoring, especially in behaviour management.

Three teachers will attend Choice Theory training to almost complete our school goal of all teachers trained in this

important behaviour management initiative.

Leadership training and development will be a focus across the school.

Evaluate professional learning activities to identify and systemically promote the most effective strategies.

Embed explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing school wide improvements in teaching practice and student outcomes.

Strategic Direction 3

Quality Relationships and Systems

Purpose

Implementation of efficient and innovative management and teaching practices that lead to a creative, inclusive school within a positive and productive learning culture that engages with families and the community.

Overall summary of progress

In accordance with our school's three year plan, students in Kindergarten and Stage One successfully participated in Circle Time activities, Stage Two in the Friendly Schools Plus program and Stage Three, the Bounce Back program. Students are demonstrating more positive and respectful relationships. PBL data confirms knowledge of rules and expectations in the classroom and playground are embedded across the school, with students demonstrating these on a regular basis. The KidsMatter initiative was implemented in all classrooms and focused on children's mental health and wellbeing and the highly successful friendly playground program 'Gettalong' continued.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Decreased number of students referred to Planning Room by 5%.	School data indicates that referrals to the Planning Room reduced by 1% on 2015 levels.	Judy Hatswell, Raising Responsibility Initiative, Student Well Being/PBL Committee • Socio-economic background (\$7658.00) • School Funds (\$3200.00)
Results in parent surveys indicate increased satisfaction with communication processes within school community	Tell Them from Me Survey results indicated high levels of positive student, staff and parent satisfaction with school learning culture and environment approval being rated at 94%. 86% identified the Facebook page as a major source of school information. There are now over 1330 people friends of the Facebook page. The employment of a Community Liaison Officer resulted in greatly increased communication between school and parents.	Employment of Community Liaison Officer – Equity funds \$31,540
1% increase in attendance rates.	Attendance has been monitored regularly and consistently. The school works closely with parents and seeks cooperation and solutions. The Home School Liaison Officer has also worked closely with the school and in two cases parents. Attendance rate has shown a slight decline on 2015 rates.	Home School Liaison Officer

Next Steps

Community Consultation funding will be used to further engage parents in community events.

Attendance data in ebs4 Central to be reviewed and concerns followed up with a view to increasing attendance rates.

Positive extra curricula activities will continue to be offered to students across the school.

The school Awards system will be revised and changes will be implemented to make the process fairer and simpler.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>91% of all Aboriginal students have a completed PLP, 9% started but incomplete. All Aboriginal students show significant progress on the literacy and numeracy continuums. Average growth on the continuums is slightly above that of non Aboriginal students.</p> <p>All cultural events held with success. All grades attended cultural continuum excursions organised by the Brisbane Water Learning Community with a 96% rate. The school attended and supported the BWLC Deadly Awards but 32% of award recipients did not attend.</p>	<p>Employment of Aboriginal Community Support Worker. PLP Implementation.</p> <ul style="list-style-type: none"> • Aboriginal Funding (\$35 000.00)
English language proficiency	<p>100% of students receiving support have made significant progress on the literacy and numeracy continuums achieving progress at a much higher rate than other students. NAP applications made and successful for 0.2 FTE.</p>	<p>NAP funding RAM funding</p> <ul style="list-style-type: none"> • RAM funds (\$8 895.00) • NAP funding (\$20 010.00)
Low level adjustment for disability	<p>Effectiveness of programs was evaluated including analysis of NAPLAN data, resulting in SLSO's supporting the learning of identified students in classroom and/or playground social skills.</p> <p>Professional learning in behaviour management was conducted for all staff resulting in consistent implementation of the school's behaviour management policy.</p>	<p>Judy Hatswell and the Raising Responsibility initiative. RAM Disability funding</p> <ul style="list-style-type: none"> • RAM Disability funding (\$66 845.00)
Socio-economic background	<p>One full time LaST employed to work with identified students and assist teachers to effectively group children into appropriate literacy and numeracy groups. LaST also assisted in identification of students requiring enrichment. Numeracy program TEN (Targeting Early Numeracy) professional learning continued for Stage One teachers. Community Liaison officer employed to maximise communication between parents and staff.</p>	<p>RAM allocation LAST</p> <ul style="list-style-type: none"> • RAM – Equity funding (\$143 796.00)

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	285	276	286	286
Girls	243	248	257	246

In Term 4 of 2016, 532 students were enrolled at Ettalong Public School. 6% of students came from language backgrounds other than English and 10.5% were of Aboriginal and Torres Strait Islander descent. Our core expectations of *Respect*, *Responsibility* and *Ready to Learn* are reinforced through a valued reward system and are complemented by the Raising Responsibility initiative that encourages students to be enthusiastic, lifelong learners. The wide variety of achievements of all students are recognised and applauded.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.2	93.2	93.5	94.1
1	91.5	92.2	93.2	92.2
2	93.5	93.3	93.6	91.5
3	90.1	93	92.9	91.6
4	92.8	93.7	92.1	91.5
5	88.8	92.6	93.4	90
6	93	90.9	91.8	91.8
All Years	92.1	92.7	93	91.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

The attendance rate in 2016 did not improve and is still 0.5% below state average. Attendance is monitored by school staff and in consultation with the Home School Liaison Officer. Students are encouraged to attend

school punctually and regularly.

Class sizes

Class	Total
KA	17
KM	16
KJ	17
KB	17
1FM	22
1S	20
1P	21
1L	20
2/3Z	27
2M	24
2KR	25
2C	24
3T	26
3S	26
4S	28
4L	26
4B	26
5/6W	26
5T	25
5J	24
6S	27
6H	27

Structure of classes

The class structure of our school consisted of 20 parallel mainstream classes, two enrichment classes and four support classes; three multi-categorical and one IO/IS.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	22.16
Teacher of Reading Recovery	0.92
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Administration & Support Staff	8.06
Other Positions	2.12

*Full Time Equivalent

Our school staff is a group of professional, highly committed teachers and ancillary workers, dedicated to the education and welfare of our most treasured possessions, our children.

The school employs an Aboriginal Community Support Worker two days per week and during 2016 two Aboriginal School Learning Support Officers (SLSOs) were employed in temporary positions.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	87
Postgraduate degree	13

Professional learning and teacher accreditation

The impact of ongoing quality professional learning for all staff upon students' learning outcomes is significant and the school values and encourages active participation in professional learning. To this end significant funds were spent on professional learning in 2016. On average \$2138 per teacher was spent. All staff participated in professional learning activities during the year. Whilst some professional learning occurred in school time, a significant amount occurred after school hours and on School Development Days.

All teachers developed Professional Development

Plans in 2016 and through the PDP process, were engaged professionally with the National Teacher Standards. All teachers are actively self-assessing, in collaboration with their supervisors, their skills and areas for enhancement.

The main focuses of professional learning in 2016 reflected the school targets and priority areas set and the Professional Learning Plans developed by each teacher.

In 2016, very successful School Development Days were held, devoted to the teaching of the new Geography syllabus, innovative student well-being and student management techniques and staff well being. Again, these professional learning days coupled with whole school professional learning activities has assured a confident and smooth transition to new curriculums and a harmonious and positive learning environment.

Other focus areas for professional learning included leadership development of school leaders and aspiring leaders, and further training in the use of the Learning Management and Business Reforms (LMBR) technological initiatives. Administrative staff was also involved in whole school professional learning activities and training in LMBR technologies. Compliance training in areas such as child protection, anaphylaxis, diabetes awareness and cardiopulmonary resuscitation was also held.

In 2016 the school had two teachers requiring accreditation and two teachers completing maintenance at proficient. All achieved accreditation or maintenance at the proficient level. As well, the school has supported two casual teachers to submit applications for proficiency. Teachers requiring accreditation meet regularly to update their professional learning data and to support each other through the process. They are supported by two executive members at these afternoon sessions.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 01 January to 31 December 2016.

	2016 Actual (\$)
Opening Balance	347 775.53
Revenue	5 156 446.03
(2a) Appropriation	4 999 945.58
(2b) Sale of Goods and Services	6 979.69
(2c) Grants and Contributions	146 738.03
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 782.73
Expenses	-5 180 170.95
Recurrent Expenses	-5 159 940.03
(3a) Employee Related	-4 784 148.51
(3b) Operating Expenses	-375 791.52
Capital Expenses	-20 230.92
(3c) Employee Related	0.00
(3d) Operating Expenses	-20 230.92
SURPLUS / DEFICIT FOR THE YEAR	-23 724.92
Balance Carried Forward	324 050.61

The School's Finance Committee is led by the Principal and is responsible for the financial management of the school. The use of school finances reflects the school's strategic directions, priorities and targets. The budget is set at the beginning of the year and is recorded in the BPC. Approvals for payments granted by the Principals and for smaller amounts by the School Administration Manager. School funds usage is monitored by the Committee through SAP reports. Unused funds at the end of 2016 will be used to support school programs and initiatives in 2017.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	3 503 041.48
Base Per Capita	30 458.22
Base Location	0.00
Other Base	3 472 583.26
Equity Total	459 688.79
Equity Aboriginal	39 796.47
Equity Socio economic	185 664.37
Equity Language	8 497.09
Equity Disability	225 730.85
Targeted Total	757 226.56
Other Total	225 496.68
Grand Total	4 945 453.51

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

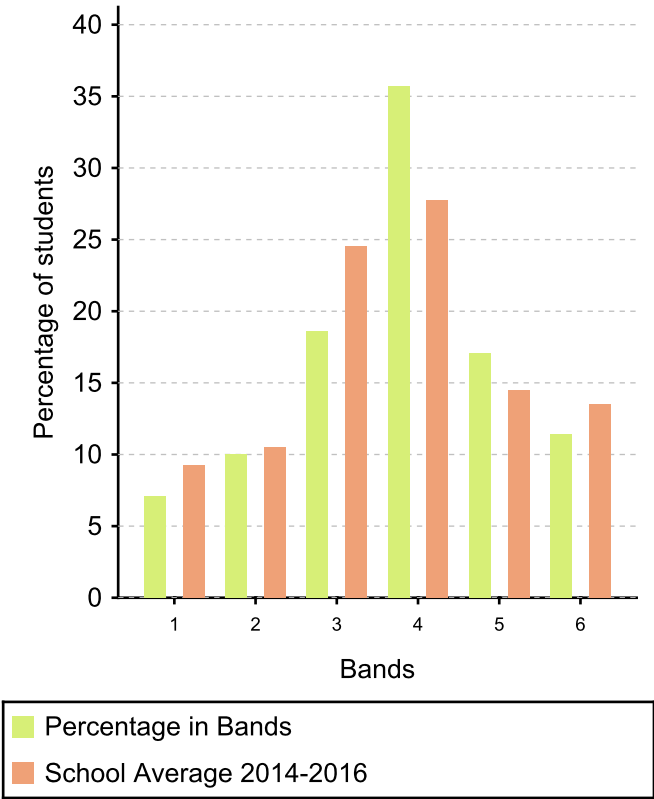
Overall, NAPLAN scores have shown an improvement in 2016.

Results in Writing for Year 3 boys increased in the top two bands by 6.6% and decreased by 8.5% in the bottom two bands. The number of Year 5 boys in the top two bands increased by 0.6%.

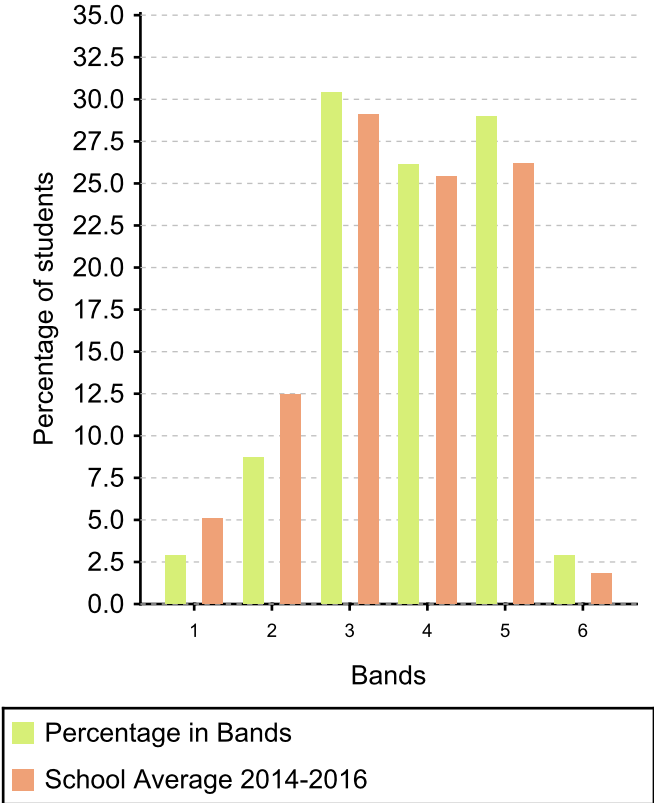
Student growth has been pleasing in Reading. 67.9% achieved growth greater than or equal to expected growth, a 20.6% increase on 2015. The number of students in Year 5 achieving above expected growth show increases above 2% in almost all areas.

Results showed there were high levels in the top two bands for all Years and there has been a significant decrease of 9% in the bottom two bands for Year 5. In Writing there are also significant levels of students in the bottom two bands but improvements very evident across all grades. In Year 3, the number in the top two bands increased 2.8% to 31.9% and the number in the two bottom bands decreased 1.2% in year 5 and 18.5% in Year 7.

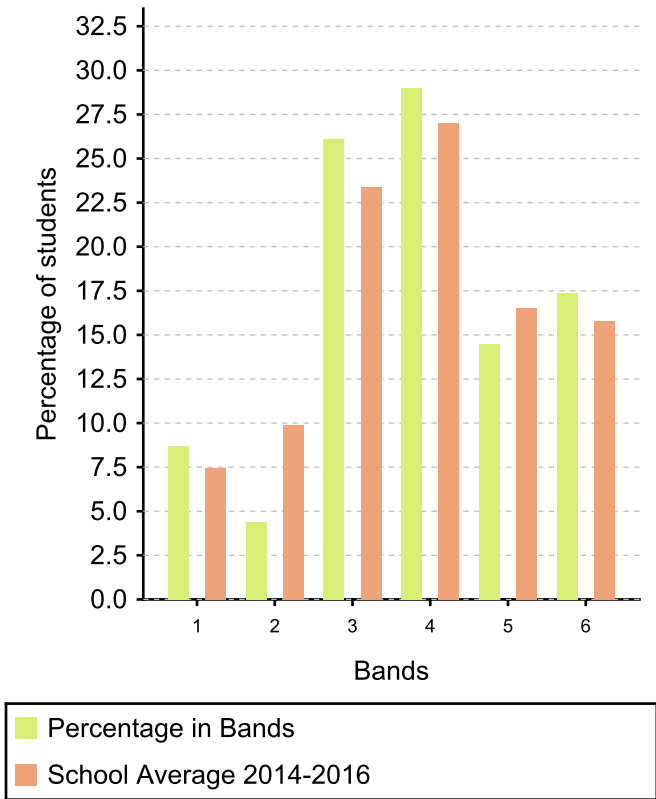
Percentage in bands:
Year 3 Reading



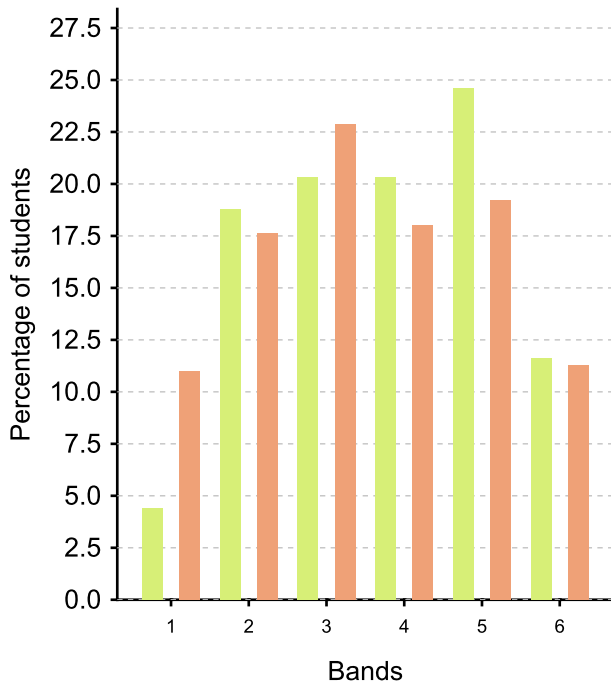
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 3 Grammar & Punctuation

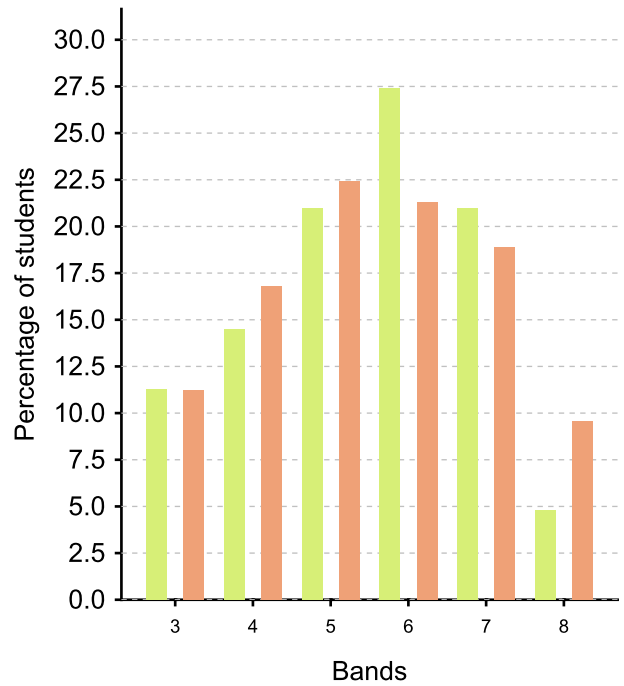


Percentage in bands:
Year 3 Spelling



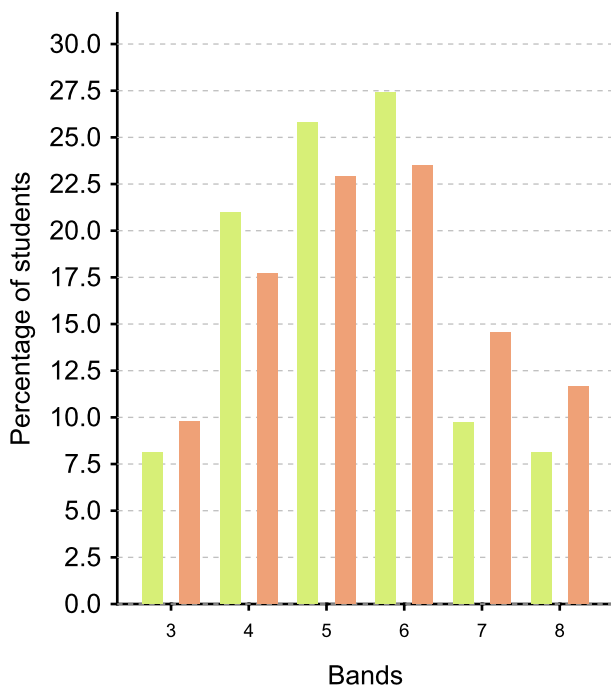
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



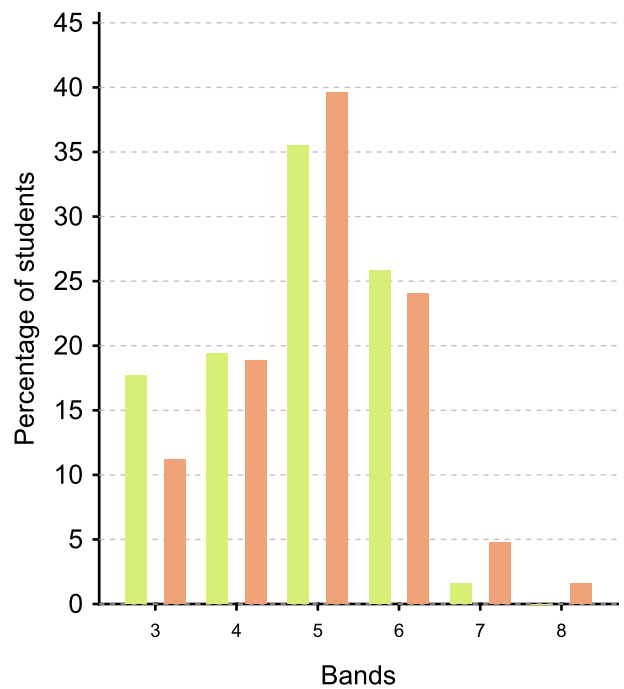
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



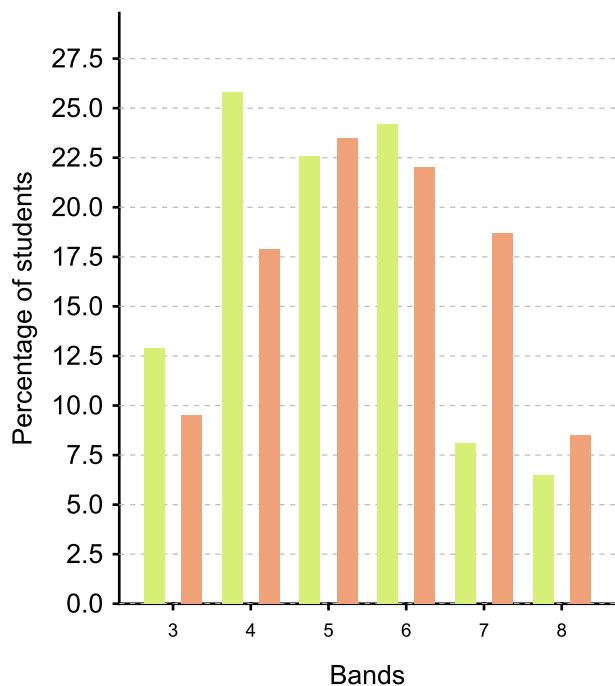
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



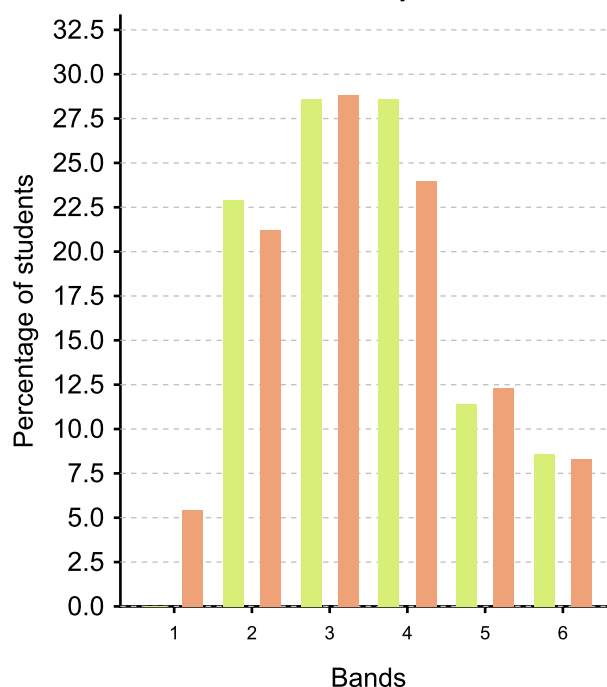
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Numeracy



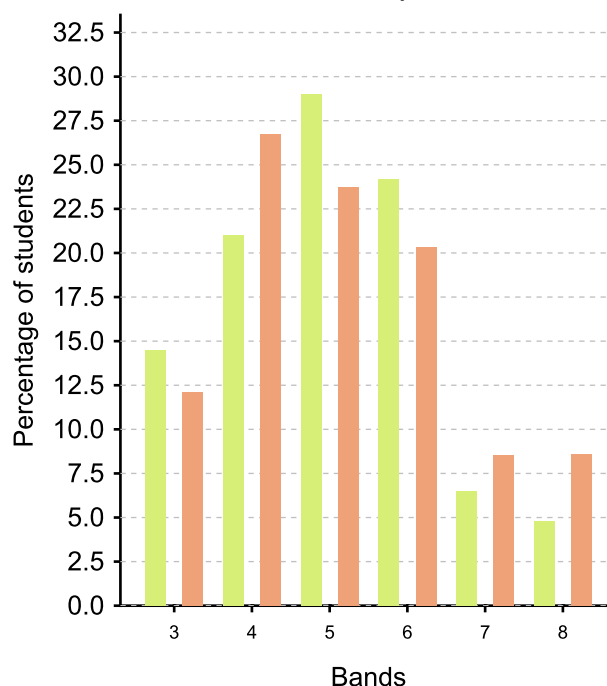
Percentage in Bands
School Average 2014-2016

NAPLAN scores have shown an improvement in 2016.

In Numeracy the number of boys in the bottom two bands in all year levels has decreased by at least 6%, and in Year 7 the number of boys in the top two bands has increased by around 4%. The number in the top two bands were similar to the levels in 2015 in Year 3 but increased 3.7% to 38.7% in Year 5 and increased 21.5% in Year 7.

In Year 5, 55.4% achieved growth in Geometry and Patterns greater than or equal to expected growth, an increase of 13.7 on 2015 and students in Year 7, 62.1% achieved growth in Numeracy greater than or equal to expected, an increase of 14.8.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

NAPLAN scores improved overall in 2016 and we envisage further growth with the implementation of the program Focus On Reading and quality professional learning in mathematics for teachers, in 2017.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2016 our school utilised the 'Tell Them From Me' survey tool to gain opinions about the school. An overview of the responses is outlined here.

Our school continues to be at similar levels to the NSW Government norm for Relevance and Effective Learning Time. These results indicate that students feel that lessons are taught well, classroom time is used efficiently and that classroom instruction is relevant to their daily lives.

In the area of Classroom Rigour our survey results have improved by 0.4 in the last twelve months, to 0.2 above NSW Government norm. This could indicate that students feel that lessons are better prepared and/or that teachers are providing more relevant and timely feedback.

Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn. In this school, students rated Rigour 8.3 out of 10; the NSW norm for these years is 8.2.

Students find classroom instruction relevant to their everyday lives. In this school, students rated Relevance 7.8 out of 10; the NSW norm for these years is 7.9.

Important concepts are taught well, class time is used efficiently and homework and evaluations support class objectives. In this school, students rated Effective Classroom Learning Time 8.2 out of 10; the NSW Government norm for these years is 8.2.

Surveys indicated implementation of online social media enhanced school/parent communication.

Policy requirements

Aboriginal education

Aboriginal Education continued to have a strong focus during 2016. 'Welcome to Country' is a mandatory part of the whole school assemblies and is presented by both Indigenous and non-Indigenous students, giving them a sense of empowerment and also reinforcing the importance of the recognition of Aboriginal culture for the whole of the school community. Year 6 Aboriginal students develop their own Acknowledgment to Country.

Continued support for the Koorana Aboriginal Education Consultative Group (AECG) was evident throughout the year with staff always being represented at these meetings.

Ettalong acknowledged The National Apology with an

assembly screening the Apology Mr Rudd made to Aboriginal people across Australia. On Reconciliation Day and in NAIDOC Week, we celebrated and encouraged all students to think about what reconciliation means to them and gave them a greater understanding of Australia's cultural background.

As part of the Brisbane Water Learning Community, Kindergarten students for 2016 attended Young, Black and Ready for School (YBR4S) providing the opportunity for our children to meet and visit with external health agencies such as hearing, vision, immunisation, dental and podiatry.

Our school participated fully in the Cultural Continuum activities organised by the Brisbane Water Learning Community schools and supported by the Koorana local AECG. 97% of Aboriginal students attended their grade appropriate activity.

The Deadly Awards is a community event, celebrated annually, where all Brisbane Water Learning Community schools and parents come together to celebrate the successes and achievements of the Aboriginal students.

Our Aboriginal and Torres Strait Islander students in Year 6 participated in a Dance and Didgeridoo workshop. The Brisbane Water Learning Community included students from local schools, allowing students to get to know each other and make valuable friendships for high school. A teacher from the high school gave the students an introduction to Didge and Dance and spoke about the stories linked to the dances, increasing their connection to their culture. This teacher will be the students' support in high school and can give them insight into cultural activities they can be involved in.

Multicultural and anti-racism education

In 2016, Harmony Day was celebrated with a special assembly and the school canteen sold Harmony Day food from other countries around the world. Classroom teaching programs also shared this common theme of respecting cultures of others and ourselves, to develop the knowledge, skills and attitudes required for a culturally diverse community. Library lessons focused on Australian, Aboriginal and other societies' cultures.

The Anti-Racism Officer (ARCO) was available to work with students, to allay any concerns or resolve issues over racist comments.

Other school programs

The Student Representative Council

The Student Representative Council (SRC) is comprised of a democratically elected student from each class from Year 2 through to Year 6 as well as the School Captains and Vice Captains representing

Kindergarten and Year 1. The Aboriginal and Torres Strait Islander students are also represented.

* Initiatives and achievements for 2016 included:

* giving the student body a voice in decision making processes within the school through suggestion boxes in classrooms;

* providing leadership opportunities for students across the school by discussing SRC initiatives within their classes;

* providing opportunities for members to speak about the work of the SRC at school assemblies;

* increasing awareness of environmental issues through a recycling program in all eating areas and the continuation of the Envirocops initiative to help reduce expenditure on electricity;

* raising funds for worthwhile charities including Stewart House;

* increasing activities for all students including supervised soccer games for the K–2 playground, a talent quest, discos; and

* hosting a staff morning tea for World Teachers' Day to show appreciation for teaching staff.

Creative Arts

Our Creative Arts program for 2016 has been a full and productive one, providing students with many opportunities to excel.

We have established an inaugural concert band program, with a specialised tutor which has 20 students attending regularly. The band opened our Art Show and has performed at school assemblies, busked in the playground during lunch time and performed for Ettalong's Carols Evening.

Our wonderful senior choir has had yet another successful year performing at Showcase, The Five Lands Walk, Sing Out Celebration (at Sydney Town hall) and Schools' Spectacular at Qudos Bank Arena Olympic Park . The choir also performed in several school events including Education Week, Harmony Day, ANZAC Day and Open Day.

We have introduced a beginner recorder group that meets once a week for lessons. Thirty children attend each week. The goal is for them to transition into our band and / or to qualify to participate in The Festival of Instrumental Music held annually at Sydney Opera House. Our advanced recorder group participated in this event in June.

Our Djembes continue to compose their own rhythms and have had successful performances for Education week, Grandparents Day and our Christmas Carols.