

Ettalong Public School

Annual Report



2017



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Introduction

The Annual Report for 2017 provided to the community of **Ettalong 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 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.

Lynn Balfour

Relieving Principal.

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Message from the Principal

It has been my absolute pleasure to lead the school this year. Relieving Deputy Principal, Adam Penberthy and I were able to ensure a smooth changeover following the sudden illness of Principal, Colin Wallis because of the solid leadership team that has been developed over the years. Whilst Mr Wallis is well on the road to recovery, he has been advised to continue his leave and I intend to lead by example again next year, ensuring our school maintains its highly regarded reputation in the community.

Ettalong Public School provides a happy, positive and caring learning environment where students are encouraged to strive for excellence. A wide variety of extra-curricular activities provide students with experiences that will last a lifetime. How many students can say they have played a musical instrument at the Sydney Opera House, performed on stage at Schools Spectacular or competed in athletics at Homebush Olympic Stadium?

2017 has been another successful year for our students. Academic subjects and competitions are widely supported with results ranging up to high distinction being achieved in national tests. A number of Year 6 students were successful in gaining places at selective high school and one student accepted placement in an Opportunity Class (OC). The Dymocks Book Bank project is extremely popular with each child in Years 3 – 6 receiving a free book every term.

Our Creative Arts groups are well known around the Central Coast. Choir, dance, Opera House recorder, band, djembe drumming, Schools Spectacular, Showcase and Choral Festival are to name a few. Next year we will hold our whole school musical which must not be missed!

With a wealth of sporting expertise amongst our staff, our school organises many of the sporting activities on the southern Central Coast. Athletics, swimming and cross country carnivals, gala days and ball games days where the older style games such as captain ball, tunnelball and Tug o' war are highly contested, are extremely popular.

Children continue to be rewarded for following our school's core values of Respect, Responsibility and Ready to Learn (3Rs). All students learn these values very quickly because they are so easy to remember. When children have received two 3Rs awards they receive a principal's award and a pizza lunch. This is a very popular award!

Students have the chance to become leaders from Year 1 – Year 6. School leaders come from Year 6 and one child from every other class is chosen by their classmates to be the SRC rep. The SRC meets every fortnight then confers with me to discuss their suggestions and requests.

Student wellbeing plays a huge part at our school. Happy children learn best. We have lunchtime clubs including Lego, Beyblades, coding, chess, computers, library and gardening in addition to our friendly playground program 'Gettalong' which provides a variety of activities every lunchtime. School discos run by teachers in the evenings are also extremely popular.

Our P&C run canteen opened for recess and lunch five days per week, providing healthy and tasty food to students and staff.

We encouraged all students to be respectful of older people. Our ANZAC assembly is second to none in the district and our school community is encouraged to participate in the Woy Woy ANZAC march. We recently collected soil for the Hyde Park Memorial Hall of Service which will open in 2018. We also celebrate Mothers' Day, Fathers' Day and Grandparents Day.

The YMCA Before and After School Care provides a well utilised service with casual and permanent bookings available to parents who require childcare if they are at work or have appointments.

We have a wonderful welcoming school community and I am delighted to be a part of it.

Lynn Balfour

Principal (Rel.)

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 551 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

In the domain of Learning at Ettalong Public School:

There is school wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. School programs address the specific requirements of identified student groups (e.g. Aboriginal students, gifted students, students with disability and students from low-socio economic backgrounds).

Curriculum development is enriched by learning associations with other local schools and organisations. Ettalong PS actively collects and uses information to support students’ successful transitions to a range of settings.

There are systematic processes, policies and programs at classroom, executive and district level to identify and address student learning needs. Our school forms active partnerships with outside agencies and works collaboratively to ensure continuity and high ambitions for student learning.

At Ettalong Public school, in the domain of Teaching:

On a regular basis, staff evaluate teaching and learning programs including the assessment of student outcomes and consistently review teaching and learning programs at classroom, stage and executive level.

All classrooms are well managed with well-planned, differentiated teaching taking place, so that students can actively engage in their learning, with minimal disruption. Student performance data drives teaching programs and student

feedback is used to evaluate the effectiveness of staff's teaching practice. Staff collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistent teacher judgement (CTJ).

Our school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement. School-wide and inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all teaching, administration and support staff.

In the domain of Leading at Ettalong Public School:

The school's executive demonstrates instructional leadership, promoting and modelling effective, evidence-based practice and communicates school priorities to all stake holders. Staff have purposeful and equally distributed leadership roles based on professional capability and individual expertise. The school is recognised by its community as proud and collegial, which promotes effective engagement with members of the local community such as parents, families, local media and business organisations. Our self-assessment process assisted the school to refine the strategic priorities within our School Plan, leading to further improvements in the delivery of education to our students.

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 Year 1. In 2017, L3 was extended to include all of Stage 1. Primary classes utilised LaST resources and assessment data to differentiate programs in Literacy. All staff not currently training in L3 (either 1st year or OPL year) participated in ongoing Professional Learning in Focus On Reading.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All students currently achieving below RR level 28 to improve two reading levels.	Curriculum mentor \$8750	Based on data collected between April 2017 and November 2017, 85% of students improved by 2 RR reading levels. Students who did not achieved this milestone have been and will continue to receive learning interventions.
<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	Professional Learning funds \$6000.	2017 NAPLAN results for Year 3 show that most students had achieved above the National Minimum Standard (NMS) in all areas. Year 3 numeracy saw the largest drop of students achieving results in bands 1 and 2. The Year 5 results showed a dramatic decline in the number of students achieving in bands 1 and 2. Year 5 numeracy recorded a decline of 35% to 9% of students in bands 1 or 2.
<ul style="list-style-type: none">5% increase in the number of students achieving in top two bands	Professional Learning funds \$6000.	We successfully increased the number of students achieving in the top two bands by 5% in both Year 3 and Year 5's results. In Year 5 spelling, students achieving in the top 2 bands increased from 15% in 2016 to 26% in 2017. Year 5 writing saw a similar increase from 2% to 13% of students operating in the top 2 bands..
<ul style="list-style-type: none">PLAN data to show movement for all students along the Literacy and Numeracy continuums	Ongoing Professional Learning \$1500.	PLAN data is entered at five weekly intervals for Reading, Comprehension, Writing and Early Arithmetical Strategies continuum aspects K–4. 2017 data confirms that the majority of students are working at expected levels in Reading, Comprehension, Writing and Early Arithmetical Strategies. Those students who were not, received tiered interventions according to need that were informed by diagnostic PLAN data.

Next Steps

The L3 Literacy program will continue in all K–2 with 3 teachers undergoing intensive ongoing professional learning in 2018. Students in Year One reading at lower than Level 9 will be referred on to the Reading Recovery program.

The Focus on Reading initiative was implemented in 2017 for all teachers in Years 3–6 and will continue in 2018. Two teachers will continue to train as school based trainers to present the initiative during staff meetings and School Development Days.

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.

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

Whole staff professional learning will continue in 2018 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 resulted in significant impact on teachers' enthusiasm and knowledge of the new syllabus and set us up ready for its full implementation in 2017.

All staff developed a Professional Development Plan and 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)	Funds Expended (Resources)	Progress achieved this year
• All accredited teachers complete minimum of 20% requirements to maintain proficient teacher accreditation.	Release for GTIL AP and ongoing Professional Learning for staff \$31, 148	All accredited teachers met regularly to work through processes to maintain proficient teacher accreditation with more than 20% of accreditation requirements being reached by relevant staff.
• St 2 and St 3 teachers trial new Geography syllabus, in conjunction with History syllabus, using inquiry process.	\$3,139	Quality professional learning provided for all teaching staff on the new Geography syllabus to develop evidence based teaching practices and innovative delivery mechanism. St 2 and St 3 teachers trialed the new Geography syllabus, in conjunction with the History syllabus and implemented the inquiry process successfully. The implementation of the Geography syllabus in Early Stage 1 and Stage 1 with minor adjustments to programmed content was made at stage level.

Next Steps

Continue to provide quality professional learning on the new whole school spelling program, Sound Waves and continue L3 training for K–2 class teachers requiring further training. Years 3–6 teachers will continue training in Focus on Reading. Further training will be provided on innovative student well-being programs, growth mindset and Getting On Track In Time (GOT IT).

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, with students now 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' was refined and continued.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Decreased number of students referred to Planning Room by 5%.	Nil	Progress has been made in reducing the number of planning rooms but this measure will continue to be an area of attention over the next two years. In 2017, the 'Gettalong' program was refined to ensure engaging and well monitored social skills activities operate every day during lunch breaks. Our reward and behaviour systems underwent a revamp, which has been well received by staff, parents and students. This new system aligned with our school's core values of Respect, Responsibility and Ready to Learn and simplified the previous, complex positive behaviour recognition system.
<ul style="list-style-type: none">Results in parent surveys indicate increased satisfaction with communication processes within school community	Nil	Parents were randomly selected and posed the question, would you recommend Ettalong Public School to others? A 98% satisfaction rating was returned. 100% of teachers and students surveyed would recommend Ettalong Public School. The steady increase in student enrolments confirms community confidence in the school. Our projected enrolments for 2018 will be over 565 students.
<ul style="list-style-type: none">1% increase in attendance rates.	Nil	The overall students attendance rate for 2017 was 93.2% which is an increase from last year (91.8%). This is still slightly below the state's average of 93.9%.

Next Steps

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

Attendance data in EBS4 Central will continued to be reviewed to increase attendance rates. Classroom teachers and Deputy Principal will continue to contact parents following 2 and 3 day absences.

Continue monitoring and refinement of 'Gettalong', reward and behaviour systems. Reintroduce House point award system.

The importance of regular school attendance will be published in the school's newsletter and Facebook page as well as promoted to students at weekly assemblies.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$49,526	Aboriginal Community Support Worker employed and working effectively with staff and families. 90% of all Aboriginal students have a completed PLP, 10% started but incomplete. BWSC Aboriginal excursions attended by majority of Aboriginal students.
English language proficiency	Salary of EAL/D teacher. Additional EAL/D resources. \$28 754	An EAL/D teacher has been employed 2 days a week to work with our increasing number of families that speak a language other than English at home. 6% of students enrolled are identified as requiring EAL/D support.
Low level adjustment for disability	\$229, 741	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. Professional learning in behaviour management was conducted for all staff resulting in consistent implementation of the school's behaviour management policy.
Quality Teaching, Successful Students (QTSS)	\$45, 607	Induction conducted for teachers and mentors were appointed. Funding allocated to eligible, permanently appointed teachers and appropriate programs of support developed. Monthly accreditation workshops commenced. PDPs developed and reviewed under supervision of mentors. Documentation finalised and submitted, resulting in these teachers gaining confidence while using quality practices and systems.
Socio-economic background	Socio-economic background \$331, 251	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. Community Liaison Officer employed to maximise communication between parents and staff.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	276	286	286	299
Girls	248	257	246	252

In Term 4 of 2017, 551 students were enrolled at Ettalong Public School. 6% of students came from language backgrounds other than English and 11% 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 Positive Behaviour for Learning (PBL) 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	2014	2015	2016	2017
K	93.2	93.5	94.1	93
1	92.2	93.2	92.2	92.2
2	93.3	93.6	91.5	93.1
3	93	92.9	91.6	94.1
4	93.7	92.1	91.5	93.5
5	92.6	93.4	90	93.3
6	90.9	91.8	91.8	93.2
All Years	92.7	93	91.8	93.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The attendance rate in 2017 improved slightly to 93.2%

but is still below state average of 93.9% Attendance is monitored by school staff and in consultation with the Home School Liaison officer. Students are encouraged to attend school punctually and regularly.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	24.51
Teacher of Reading Recovery	0.92
Learning & Support Teacher(s)	1.5
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	8.06
Other Positions	0

*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 Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. The school has an Aboriginal Community Support Worker and an Aboriginal School Learning Support Officer whom are employed four days per week.

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 2017. All staff participated in professional learning activities during the year. A considerable amount of professional learning funds were spent on training in Focus On Reading and L3. 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 2017 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 2017 reflected the school targets and priority areas set and the Professional Learning Plans developed by each teacher.

In 2017 very successful School Development Days were held, devoted to the teaching of 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.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	324,051
Revenue	5,552,535
Appropriation	5,389,123
Sale of Goods and Services	5,131
Grants and Contributions	154,964
Gain and Loss	0
Other Revenue	0
Investment Income	3,318
Expenses	-5,402,462
Recurrent Expenses	-5,402,462
Employee Related	-4,901,518
Operating Expenses	-500,944
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	150,073
Balance Carried Forward	474,124

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,599,570
Base Per Capita	84,852
Base Location	0
Other Base	3,514,718
Equity Total	639,273
Equity Aboriginal	49,526
Equity Socio economic	331,251
Equity Language	28,754
Equity Disability	229,741
Targeted Total	815,932
Other Total	243,631
Grand Total	5,298,406

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.

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

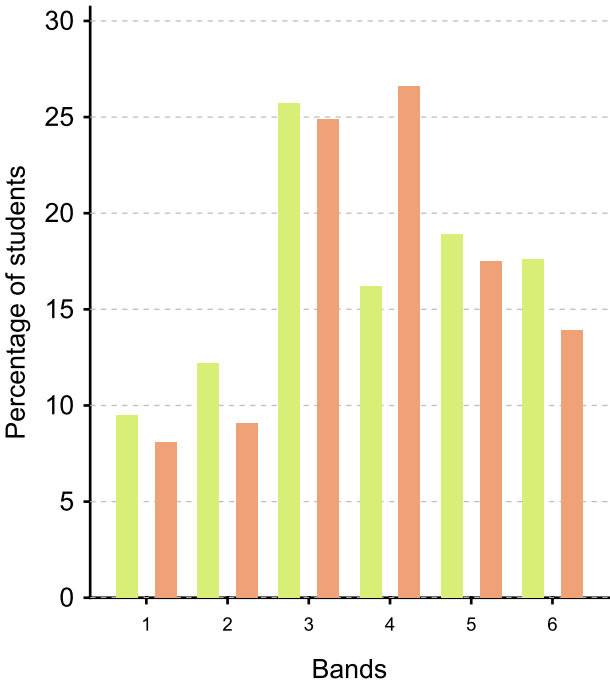
NAPLAN

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.

78% of Year 3 students achieved bands 3–6 in reading with 22% in the lower two bands. 41% of Year 3 students achieved in the proficient top 2 bands in writing with a similar result recorded in Grammar and Punctuation. Results in Grammar and Punctuation were similar for boys and girls.

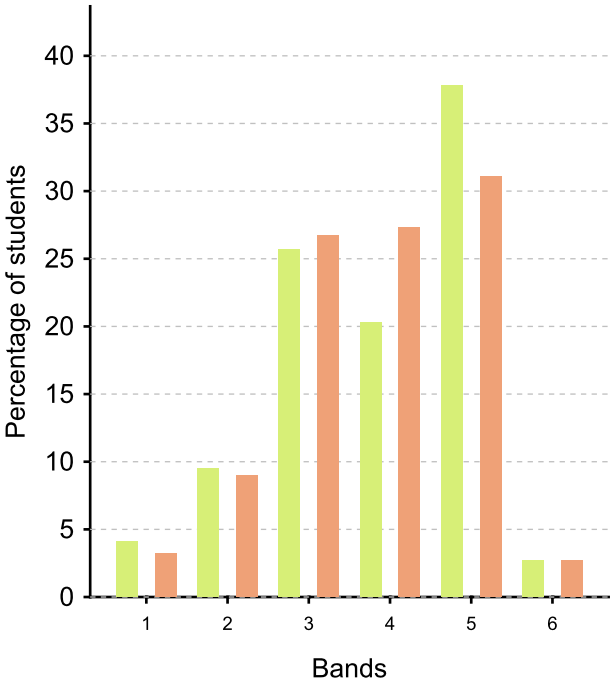
In Year 5, girls outperformed boys in Reading and Writing whilst boys scored slightly higher in Grammar and Punctuation and scored equally as well in Spelling. 86% of students achieved in the upper in spelling whilst 14% of students ranked in the lower bands. A significant improvement was noted in Year 5 writing with 80% of students achieving at or above the expected level of achievement.

Percentage in bands:
Year 3 Reading



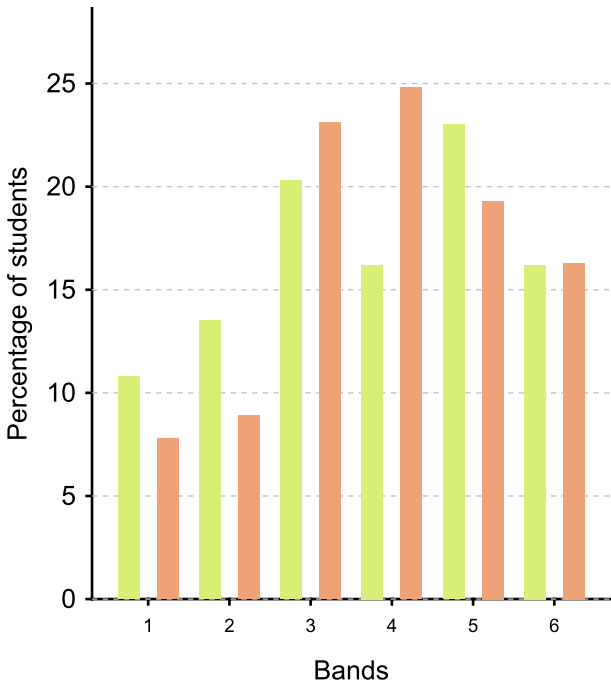
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing



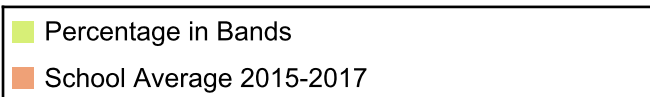
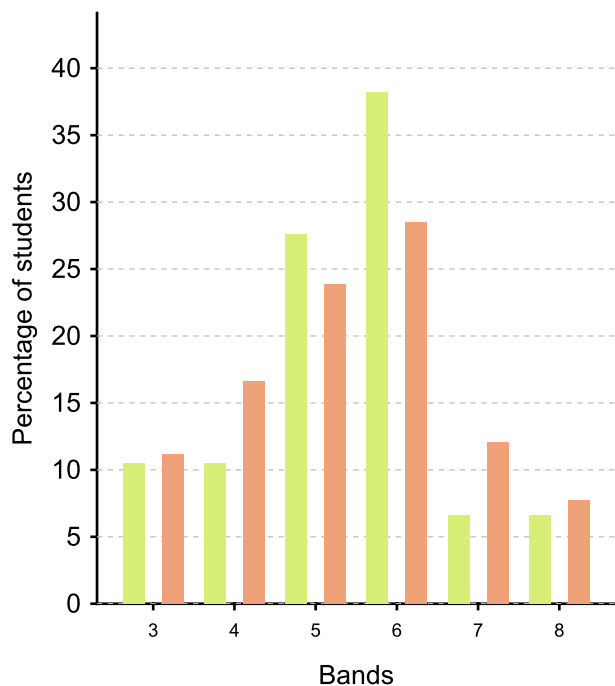
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Grammar & Punctuation

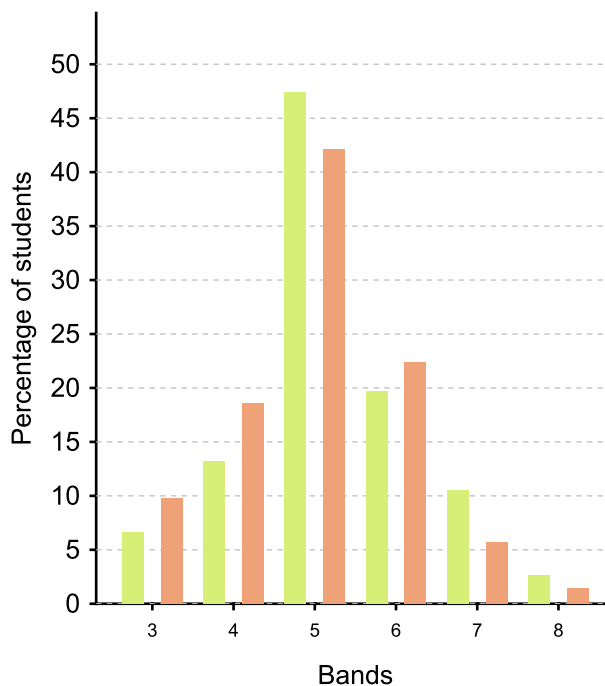


Percentage in Bands
School Average 2015-2017

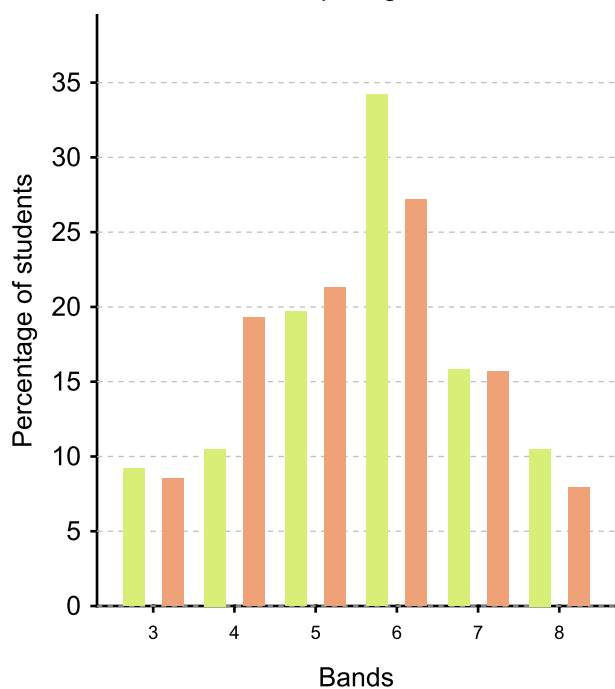
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Writing



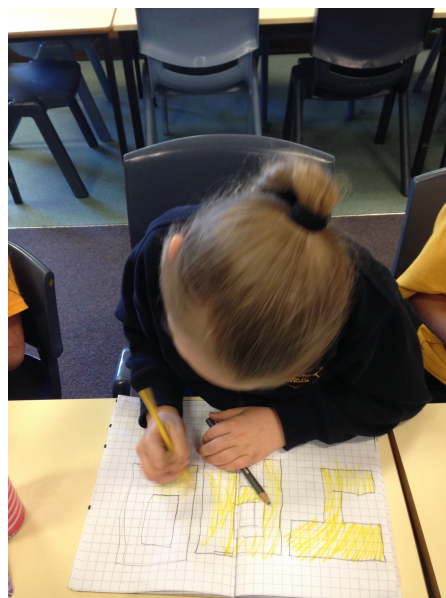
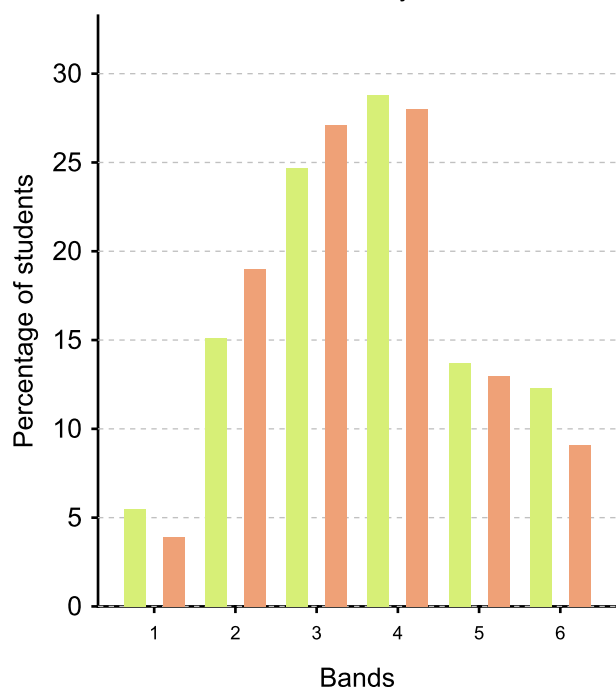
Percentage in bands:
Year 5 Spelling



In 2017, 75 children in Year 3 and 78 children in Year 5 sat the NAPLAN test. Results were compared to similar schools with our school out performing these schools in almost all areas, with Year 3 spelling being the exception.

Significant growth was recorded in Year 5 numeracy, with the number of students achieving below national minimum standard (NMS) falling to 9%. Year 3 numeracy saw a similar decrease in students achieving in the lower bands with 79% of students operating at or above the NMS.

Percentage in bands:
Year 3 Numeracy



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.

Parents were randomly surveyed and posed the question, would you recommend our school to others? Our school also utilised the 'Tell Them From Me' survey tool to gain student, staff and community opinions about the school. An overview of the responses is presented below.

- Our students worked to the best of their ability and enjoyed their lessons.
- A majority of students felt they were challenged in their learning and were confident in their skills to meet these challenges.
- Surveys indicated implementation of online social media increased school/parent communication.
- 98% of parents surveyed indicated that would recommend our school to others.

Policy requirements

Aboriginal education

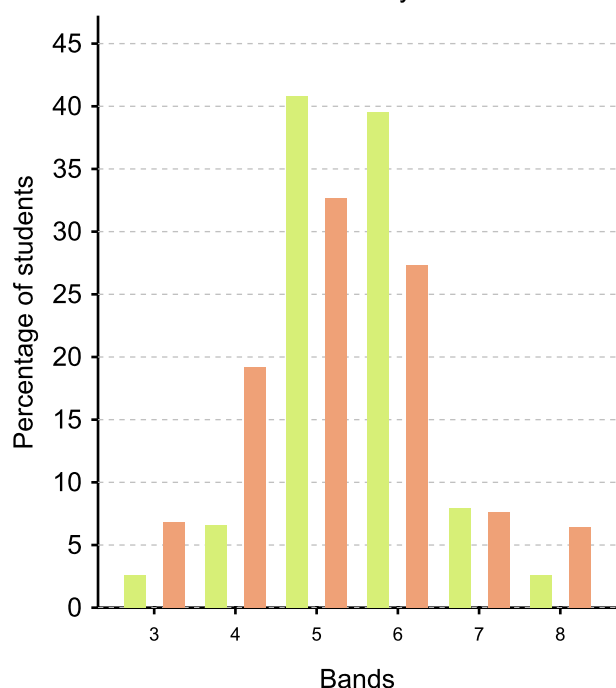
Aboriginal education within our school is continuing to thrive, embracing our Aboriginal students and the wider community.

This year has been successful in expanding the Aboriginal perspectives across the school, resulting in more cultural influences and excursions taking place.

Our week starts with "Welcome to Country" which emphasises the importance we place in acknowledgment to all students and community. It is presented by both indigenous and non-indigenous student. Year 6 Aboriginal students develop their own Acknowledgement to Country.

Our school is deeply involved with our local consultative

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

group, the local Koorana Aboriginal Consultative Group (AECG). Members of staff regularly attend meetings and our Aboriginal Education Officer is on the committee, providing our school a massive insight into local expectations and decisions.

At Ettalong Public School, we acknowledge all national days of respect. This year we again screened the National apology given by (then) Prime Minister, The Hon Kevin Rudd and were treated to a dance by our Kindergarten students. All students (K–6) were engaged and delighted by the Kindergarten dancing. By showing the importance our school places on Aboriginal Education, from our youngest to oldest students, we are modelling the importance of acceptance of diversity and inclusion. NAIDOC week was celebrated with students writing about what reconciliation means to them and how we can ensure all generation, particular future generations, are accepting of all cultures.

Young Black and Ready 4 School (YBR4S) continued this year. This program takes place in November. Students are given a schoolbag and hat to complete their school readiness. YBR4S provides opportunities for children and parents to meet each other and gain friendships before actually commencing formal schooling. They meet with external health agencies such as hearing, vision, immunisation, dental and podiatry.

Last year the school purchased the book series “Yarning Strong”. This has been utilised this year to encourage and engage Aboriginal students in literacy and art. It has also shown our students what can be done with their yarns and the process of publication.

The Deadly Awards is a local community event celebrated in December annually. Schools within the Brisbane Water Learning Community come together to celebrate the successes and achievements of our Indigenous students. This year, students from Ettalong Public School were represented across all categories. This is reflective of the commitment of our school’s staff and students.

Local community cultural excursions operate across the school year, offering all Indigenous students the opportunity to join other Aboriginal and Torres Strait Islander children from all school on the Peninsula. These excursions operate at a designated school to participate in wonderful and engaging cultural experiences. These excursions are very worthwhile, not only in terms of the educational aspect, but broad friendships and networks are created. In 2017, our school held the Year 6 didgeridoo and Dance group excursion. An experienced didgeridoo teacher taught the boys aspects of the didgeridoo and the girls were involved in the opportunity to learn local dance.

Ettalong is very fortunate to have the experience and knowledge of our Aboriginal Education Worker (AEW), who is dedicated to the education and inclusion of our Aboriginal and Torres Strait Islander students. We are also fortunate to have the support of our staff to enable every child can achieve their personal best to close the gap for our indigenous students.

Multicultural and anti-racism education

Classroom teaching programs shared a 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.