

# Ettalong Public School

## Annual Report



2018



1864

## Introduction

The Annual Report for **2018** is 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

Principal

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## Message from the Principal

I have enjoyed every minute of leading our wonderful school, this year. Ettalong P.S. is highly regarded in the community and my intention is to maintain and further promote the welcoming and professional ethos of the school.

Ettalong Public School continues to provide 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. This year we celebrated ninety years of public education at Ettalong P.S. with an interesting display in one of the original classrooms. We were thrilled with the number of ex-pupils who visited the school in the three days the display was open, despite the pouring rain!

2018 has been another successful year for our students with pleasing NAPLAN results and excellent recognition in national tests. Students from our school were successful in gaining places at Gosford Selective H.S. and a large number of Year Six children gained places in the SCLASS, CAPA, Targeted Sports and AVID classes at our local high school, which is a fabulous result for these students. The Dymocks Book Bank project is extremely popular with each child in Years 3 – 6 continuing to receive a free book each 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. This year our whole school musical was an outstanding success with tickets selling out in record time for 'Around the World in Eighty Waves' which was held at the Woy Woy campus due to the popularity and demand for tickets.

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 are extremely popular. This year, our senior boys' won the Tug o' War in spectacular fashion.

Our school's core values of Respect Responsibility and Ready to learn (3Rs) form the basis for all we do here at Ettalong P.S. When children have received two 3Rs awards they receive a principal's award and a pizza lunch which has proven to be 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 meets with me to discuss their suggestions and requests. School leaders are voted by their peers in November and advised of their success at presentation Day in December. Each year, it is a delight to see young children developing in to responsible, caring leaders of the future.

Student wellbeing plays a huge part at our school. Happy children learn best. We have lunchtime clubs 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. The GOT IT program, run in conjunction with NSW Health and the Department of Education, commenced to assist students and parents to increase social awareness and expectations.

Our P&C run canteen opened for recess and lunch five days per week, providing healthy and tasty food to students and staff. The P & C has been an enormous help to our school this year, supporting parents and teachers and working hard to raise funds to upgrade the K – 2 playground.

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 collected soil for the Hyde Park Memorial Hall of Service from Woy Woy Memorial Park and a small amount of this soil was saved to be kept on the grounds at our school, forever. We also celebrated Mothers' Day, Fathers' Day and Grandparents Day.

The YMCA Before and After School Care provided a well utilised service with casual and permanent bookings available to parents who require childcare if they are at work or have appointments. We envisage an extension to this service, to provide extra child minding places for the near future.

Ettalong Public School provides a wonderful working environment, which is confirmed by the number of professional, caring teachers who arrive here to work and never want to leave! A number of upgrades have been made to ensure greater security for students and staff and technology and the library have both been an area of focus for equipment upgrades. Our school is now part of the Department of Education's STEMshare library which enables us to trial the latest technology equipment.

I look forward to another wonderful year ahead at the best primary school on the Brisbane Water peninsula.

Lynn Balfour

Principal

## School background

### School vision statement

***Happy, respectful lifelong learners, achieving their potential and connecting with their community to become responsible global citizens.***

***Our vision is further underpinned by the school's three core expectations which are:***

***Respect***

***Responsibility and***

***Ready to Learn.***

### School context

Located on the Brisbane Water Peninsula of the NSW Central Coast, Ettalong Public School has an approximate enrolment of 537 students, including 12% from Aboriginal and Torres Strait islander backgrounds and 13% of students are from language backgrounds other than English. The school's core values of respect, responsibility and ready to learn underpins the quality education and diverse opportunities that the school offers.

Students are provided with a plethora of resources, activities and extra-curricular activities to cater for the wide range of interests to engage them in the learning process. The school is staffed by passionate and committed teachers that implement rigorous curriculum programs designed to promote and support academic growth and development. Increasing and improving the school's technology resources and infrastructure continues to be a priority, to better develop the skills that will support our students throughout their education. This is further supported by a specialist technology teacher taking classes as part of the Release from Face to Face (RFF) and the Bring Your Own Device program that operates extensively across Stage 3.

Ettalong Public School is an inclusive school and nurtures the social success of each individual by maintaining a positive and caring, learning environment. The school caters for gifted and talented students and students with special learning needs, with three Multi-Categorical and one IO/IS class on site. These classes form an integral component of the school setting. The school is committed towards maximising the potential of all students, providing a safe and supportive learning environment that is strongly focused on the engagement and wellbeing of students, staff and the community. This partnership is seen as an important feature and vital for students' academic and social success, and has been steadily increasing. The school's Aboriginal Education Worker and Community Liaison Officer assist students and their families and play a vital link between the community and our school. Ettalong Public School works collaboratively with Koorana; the local Aboriginal Education Consultative Group (AECG) and the Brisbane Water Learning Community of local primary and high schools to develop the continuum of learning from K to 12.

The school strives for academic success and students' academic growth over time from Kindergarten to Year 6 has been well above state average in many areas however, the general results require continued attention. The school is staffed by teachers of varying experience but share the ethos of mutual respect and collaboration. Our teaching staff are committed to improving academic outcomes for all student focused on achievement to ensure we are meeting the educational needs of 21st century learners.

## 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.

In 2018, our school undertook self-assessment using the School Excellence Framework. 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.

The staff of Ettalong Public School has engaged in discussions about the implementation of the School Excellence Framework and its implication for informing, monitoring and validating our journey of excellence. All staff met throughout the year to examine the school plan and determine the elements of the School Excellence Framework that the plan aligns with. Staff reflected on this process, the progress that has been made as a whole based on the identified expectations within the Framework.



In the domain of Learning, Ettalong Public School's staff share the schoolwide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. The school is ensuring that practices for student engagement are embedded, including goal setting and personal responsibility attributes. Ettalong PS has fostered strong partnerships with the community and is committed to refining school programs to address the specific requirements of identified student groups (e.g. Aboriginal students, gifted students, students with disability and students from low-socio economic backgrounds).

Our curriculum development is enriched by strong learning partnership with other local schools as part of the Local Management Group (LMG) and other community 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, staff regularly evaluate teaching and learning programs including the assessment of student outcomes and consistently review teaching and learning programs and practices at classroom, stage and executive level.

Our committed staff and executive team ensure all classrooms are expertly managed with well-planned, differentiated teaching practices, ensuring students actively engage in their learning, with minimal disruption. Teaching programs are data driven to maximise student performance, and student feedback is used to evaluate the effectiveness of teaching practices. At whole school and stage level, staff collaborate 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. Schoolwide and interschool relationships provide mentoring and coaching support to ensure the ongoing development of all teaching, administration and support staff.

The school's executive demonstrates instructional leadership, promoting and modelling effective, evidence-based practice and communicates school priorities to all stakeholders in the domain of Leading. Leadership roles are based around professional capabilities and individual expertise and are equally distributed across staff. The school is recognised by its community for its collegiality, 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.

Our self-assessment process will assist the school to refine our school 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/sef-evidence-guide>

## Strategic Direction 1

### Engaged Students

#### Purpose

***To actively engage every student in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders, and respectful and responsible global citizens.***

**School Excellence Framework** links:

**Learning** – Learning culture; Wellbeing; Curriculum; Individual learning needs; Assessment; Student performance measures.

**Teaching** – Effective classroom practice; Professional standards.

**Leading** – Educational leadership; School resources.

#### Overall summary of progress

In 2018, individual student learning goals based on the Literacy continuum were implemented across the school in Writing.

Teachers in all grades have collaborated in stage and grade groups to develop differentiated units and lessons in all KLAs.

The Targeting

Early Numeracy (TEN) program was delivered to a further eleven teachers and implemented in their K–3 and Support classrooms. This program has encouraged the development of mental arithmetical strategies through small group instruction and explicit teaching of strategically targeted activities.

A focus on

teaching strategies for problem-solving using the CUBES process in Stage 3 has supported students in mathematical tasks. Our Year 6 students who attended the BWLC Maths Challenge Day were successful in employing these strategies to win the day.

The GOT IT program (Getting On Track In Time) was implemented into K–2 classrooms. Parents, teachers and students work with GOT IT clinicians to develop strategies for all students to regulate their emotions and behaviours in school and at home. Mindfulness activities that also promote a growth mindset have been introduced in many classrooms across the school.

Technology resources were increased with the purchase of additional laptops to further supplement the BYOD program and devices available to 3–6 classrooms. This improved student engagement, increasing the availability of devices to students. The school's fleet of iPads has been re distributed amongst K–2 classrooms to support the implementation of literacy and numeracy software and applications. The expansion of the Reading Eggs programs run by LaST staff utilised laptops already at the school to engage Stage 2 students as part of their literacy sessions.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By 2020, increase percentage of students in the top two bands in Numeracy – Yr 3 from 22% to 32%; Yr 5 from 20% to 32%; Yr 7 from 17% to 30%;	Curriculum mentor \$62,000	<p>In NAPLAN 2018 <b>Numeracy</b> results for Year 3 indicate 22.8% students achieved results in top two bands; with 57% in middle bands and 20.3% of students in bottom two bands.</p> <p>In Year 5, 13.6% achieved the top two bands, 66.1% in middle bands and 20.3% in bottom two bands.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By 2020, increase percentage of students in the top two bands in Numeracy – Yr 3 from 22% to 32%; Yr 5 from 20% to 32%; Yr 7 from 17% to 30%;		10.8% of Year 7 students from EPS achieved results in the top two bands, with 58.5% in the middle two bands and 30.8% in the bottom two bands.
Increase percentage of students in the top two bands in Literacy – Reading Yr 3 from 26% to 45%; Yr 5 from 28% to 38%; Yr 7 from 22% to 35%; Writing – Yr 3 from 23% to 34%; Yr 5 from 11% to 25%; Yr 7 from 8% to 20%	Professional learning funds \$10,000	<p>NAPLAN 2018 <b>Reading</b> results show 29% Year 3 students achieved results in the top two bands; 48.1% in middle bands with 22.8% of students in bottom two bands.</p> <p>In Year 5, 20% are in top two bands; 60% in middle; 20% in bottom two bands</p> <p>Year 7 results for students from Ettalong PS, show that 13.6% achieved in the top two bands, 48.5% in the middle two bands and 37.9% in the bottom two bands.</p> <p>Our 2018 NAPLAN <b>Writing</b> results for Year 3 indicate 17.9% in top two bands; 73.1% in middle bands ; 9% in bottom two bands</p> <p>in Year 5, 3.3% of students achieved results in top two bands; 71.7% in middle bands ; 25% in bottom two bands</p> <p>4.5% of students from Ettalong PS in Year 7 achieved the top two bands in Writing, 31.8% in the middle two bands and 64% in the bottom two b.ands</p>
TTFM student survey results – students who are motivated and interested in their learning show an increase from 58% to match or exceed the State Norm of 78% ( in 2017).	Curriculum funds \$1000	<p>79% of students in Year 4, 52% in Year 5 and 61% in Year 6 are interested and motivated in their learning as indicated in the NSW Primary Schools 2018 II TTFM survey.</p> <p>The school average of 64% shows an overall increase. Boys (52%) are generally less interested and motivated than girls, with results for girls at 76% approaching the NSW Govt norm of 78%.</p>

## Next Steps

In 2019, the school plans to implement further professional learning in:

- utilising and analysing data to provide specific and valuable feedback to students;
- providing opportunities for students to review, reflect and provide feedback on their own learning in literacy and numeracy to determine future directions; and
- matching student learning goals to literacy and numeracy learning progressions

## Strategic Direction 2

Passionate Teachers

### Purpose

***To build capacity and passion through focused professional development and personalised support that creates a culture where every staff member is engaged in creating an innovative quality learning environment.***

**School Excellence Framework** links:

**Learning** – Learning culture; Wellbeing; Curriculum; Assessment; Reporting.

**Teaching** – Effective classroom practice; Data skills & use; Professional standards; Learning & development.

**Leading** – Educational leadership; School planning, implementation & reporting; School resources.

### Overall summary of progress

Quality Teaching Successful Students (QTSS) funding was utilised to mentor classroom teachers in improving the teaching practice of staff, individualised to match their professional goals as outlined in their PDP. This funding in addition to those for Great Teachers, Inspired Learning (GTIL) was also used to support and develop the leadership development of aspiring members of staff as well as our three early career teachers.

All staff developed a Professional Development Plan and reviewed and adjusted their plans to improve their performance as educators and professional development. This process involved collaboration between teaching staff, their supervisors and the school's executive and utilising the Classroom Practice Continuum.

All teaching staff participated in the analysis of SCOUT data from this year's NAPLAN results, engaging in professional learning on SCOUT reports and the Literacy and Numeracy Learning Progressions that will come into effect in 2019.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Value-added results, based on SCOUT reports, show an increase in % of students achieving growth from Delivering to Sustaining and Growing (K–2) and from Sustaining and Growing to Excelling (Yrs 3–5 and 5–7).	\$107,132 (QTSS funds)	In 2018, Value Added results for K–2 continue to be at Delivering and at the Sustaining and Growing level for Years 3–5, while in Years 5–7 results have dropped back to the Working towards Delivering level.
Learning culture aspect of the Eight Drivers of Learning to exceed State by 1.00 points (TTFM Teachers survey 2017 School 8.4, State norm 8.0)	Curriculum funds \$1000	The Learning Culture aspect was measured at 8.2, showing a drop from 2017 of 0.2; individual measures of monitoring student progress and setting high expectations for students continue to be the methods used by most teachers to assist students with their learning while providing written feedback and engaging students fully in lessons continue to be areas for improvement along with providing learning goals for each lesson and discussing barriers to learning with students.
Positive learning climate aspect of TTFM Student survey indicates improvement from 6.3 in 2017 to 7.3 in 2020 (NSW Govt Norm 7.2 in 2017).	Curriculum funds \$1000	The <i>Positive learning climate</i> measure in the NSW Primary Schools 2018 II TTFM survey indicates the number of students who understand that there are clear rules and expectations of behaviour. The school mean for this measure has increased to 6.7, compared to the NSW Govt norm of 7.2. Students



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive learning climate aspect of TTFM Student survey indicates improvement from 6.3 in 2017 to 7.3 in 2020 (NSW Govt Norm 7.2 in 2017).		in Year 4 (7.6) understand rules and expectations better than Year 5 (6.6) and 6 (6.0) students, with girls indicating a higher level (7.1) than boys (6.3).

## Next Steps

Use of the Literacy and Numeracy Learning Progressions across the entire school as a tool to monitor, track and analyse student data as an assessment and learning tool to cater for every student.

Continuation of QTSS time/funding to be utilised to develop targeting professional learning goals all staff have developed with their supervisor as part of the PDP progress.

Increased use of data, particularly from SCOUT and Literacy and Numeracy progressions, to evaluate, analyse and direct future planning and programming.



## Strategic Direction 3

### School Community

#### Purpose

**To build on existing school community relationships to develop a collaborative approach to planning and cultivating pride in the school and community.**

**School Excellence Framework** links:

**Learning** – Learning culture, Wellbeing, Reporting,

**Teaching** – Data skills & use, learning & development

**Leading** – Educational leadership, School planning, implementation & reporting; School resources; Management practices & processes

#### Overall summary of progress

This year saw a further refinement of the ways in which the school communicates to parents. In an attempt to cater for all parents, information is now communicated via newsletter, written notes, on the school's official Facebook page and via the school's Skoolbag app. The school expanded its social media presence this year with the creation of an Instagram account that links directly to the school's Facebook page, app and website. The promotion of the newsletter sent via email, rather than on paper, saw an increase in the number of parents moving to a digital format.

During Semester 2, the Getting On Track In Time (GOT IT) program was implemented across the K–2. This program was incredibly popular with parents, with 82% of parents completing and returning the parent questionnaire. Parents of students who were selected for the intensive, one on one program with health clinicians and school staff attended a weekly 2 hour workshop over 8 weeks in Term 4. Parent feedback on the GOT IT program was overwhelmingly positive, with many commenting that they wish more had the opportunity to participate.

In August this year, the school celebrated its 90th birthday. A display of memorability and photos from years gone by was displayed in one of the original school buildings and the school grounds were opened to the community before and after school over the week. The community response to our birthday celebrations was sensational, with well over 500 people coming to take a walk down memory lane and participate in this milestone.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent surveys show that 90% of parents and community members agree or strongly agree that the school is a welcoming and supportive environment (Baseline 2018).	NIL	The results of the parent satisfaction survey that was completed during Term 4, 2018 found 94.59% of parents/community members agreed that Ettalong PS is a welcoming and supportive environment. Results were obtained by a SurveyMonkey poll that was advertised in the newsletter, on the Facebook page and via the app. 50 parents were also randomly surveyed on the playground.
20% increase in parent and community involvement through volunteering in classrooms (Baseline 2017 – 45) and active P&C membership (Baseline 2017 – 9).	NIL	77 Classroom / school helpers (40% increase from 2017).  11 paid members of the P&C.
Ettalong PS represented on each BWLC curriculum committee and Koorana AECG.	Cultural curriculum \$3500	EPS KLA committee members and Aboriginal Education Committee members attend regular Brisbane Water Learning Committee curriculum and Koorana AECG meetings.

## Next Steps

GOT IT program will be implemented across all K–2 classrooms in Term 1, 2019, now that staff have been trained in the program. GOT IT lessons will be integrated into the current Early Stage 1 and Stage 1 units of work.

Investigate the possibility of emailing notes to parents to reduce the amount of paper consumed and reduce the copying of notes that have been lost or misplaced.

Continue to promote and encourage parent and volunteer opportunities within the school. Support parents in accessing Working with Children compliance to meet the legal requirement of volunteering in a school.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$33, 278	Training was provided to teachers in English language proficiencies. Professional learning was also conducted on working with and catering for EAL/D students. Staff were upskilled on the use and implementation of the ESL scales. A specialised EAL/D teacher was employed a day a week and an additional teacher employed one day a week to support the increasing number (13%) of enrolled students that come from backgrounds where English is not their first language.
<b>Low level adjustment for disability</b>	\$230, 642	This funding was used to employ the full time equivalent of 1.5 teaching positions (Learning and Support teachers– LaST) to support the work of the school LST in assisting students with additional learning needs.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$107, 132	These funds were used to release a member of the executive off class full time to support, mentor and facilitate the professional learning goals of all staff as outlined in their PDP. In addition, these funds were used to ensure and support the delivery of school priorities of teaching and learning and leadership opportunities.
<b>Socio–economic background</b>	\$349,389	<p>One full time LaST (0.9) was employed to enhance student learning and wellbeing outcomes.</p> <p>A Community Liaison Officer (CLO) was also employed to maximise communication between parents and staff.</p> <p>Staff were provided with additional professional learning to support the needs of our students in addition to the professional learning allocation.</p>
<b>Support for beginning teachers</b>	\$13,450	<p>Teacher PDPs reflect the growth in professional development of beginning teachers. The mentoring and support of beginning teachers has allowed professional growth and has been enhanced by support and ongoing targeted professional learning.</p> <p>Early career teachers were released from class half a day every three weeks to attend professional learning, work with a mentor and stage supervisor, plan, organise, evaluate and assess teaching and learning programs and assessment tasks and to work towards their accreditation and professional development.</p>
<b>Targeted student support for refugees and new arrivals</b>		

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	286	286	299	292
Girls	257	246	252	245

There has been a small decline in student enrolments this year due to the increasing cost of living and housing affordability in Ettalong Beach and the Central Coast Peninsula.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.5	94.1	93	92.9
1	93.2	92.2	92.2	92.1
2	93.6	91.5	93.1	92.3
3	92.9	91.6	94.1	90.9
4	92.1	91.5	93.5	91.7
5	93.4	90	93.3	88.7
6	91.8	91.8	93.2	91.1
All Years	93	91.8	93.2	91.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Ettalong Public School's 2018 attendance data remains slightly under the State DoE average. The school continues to monitor attendance closely, with teaching staff actively promoting the importance of regular school attendance and punctuality to parents and students. The school's executive, in particular the Deputy Principal, follow up absences of 2 days or more with parents and are in consultation with the Home School Liaison Officer to encourage further

improvements in this area.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	25.09
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Administration and Support Staff	8.06

\*Full Time Equivalent

Ettalong Public School is staffed with a group of professional, highly committed teachers and ancillary workers, dedicated to the education and welfare of every student.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. The school has an Aboriginal Education Worker (AEW) that is employed three 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	100
Postgraduate degree	9

### Professional learning and teacher accreditation

Improving the quality of teaching practices in literacy was a significant focus of professional learning in 2018 with staff completing their 2 year training cycle in the Focus on Reading and Language, Learning and Literacy (L3) initiatives. All staff engaged in targeted professional learning that supported the implementation of the school's strategic plan and had the opportunity to partake in professional learning that would assist in achieving their professional goals set within their individual Performance Development Plans (PDP).

Student welfare was another focus of the school's



professional learning with staff training in Getting On Track in Time (GOT IT) initiative that was introduced at Ettalong PS this year. In consultation with mental health clinicians from NSW Health and regional DoE staff, teaching staff trained in this school-based, early intervention program to support the social and emotional development of students aged 5–8 years. Around fifty percent of teaching staff took advantage of additional, voluntary training in the GOT IT program in their own time, recognising the value of this program to support the needs of students. This program will be extended in 2019 across the entire school with additional professional learning taking place.

In 2018, very successful School Development Days were held, devoted to the teaching of innovative student well-being and student management techniques. 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 the Literacy and Numeracy Learning Progressions, the new Science syllabus, supporting students in Out Of Home Care, the correct teaching of athletics events and mindfulness programs. Compliance training in areas such as child protection, anaphylaxis, diabetes awareness and cardiopulmonary resuscitation was also held.

Three early career teachers received Beginning Teacher funding this year. By the end of 2018, all three provisional teachers have been progressed to the proficient teacher phase of the accreditation cycle. All teaching staff employed before 2004 were recognised by NESA as proficient this year and have now commenced the maintenance cycle working towards 100 hours of professional learning over the next five years.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	474,124
<b>Revenue</b>	5,891,677
Appropriation	5,678,861
Sale of Goods and Services	7,684
Grants and Contributions	200,793
Gain and Loss	0
Other Revenue	0
Investment Income	4,339
<b>Expenses</b>	-5,575,126
Recurrent Expenses	-5,575,126
Employee Related	-5,054,000
Operating Expenses	-521,126
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	316,551
<b>Balance Carried Forward</b>	790,675

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	3,733,487
Base Per Capita	111,036
Base Location	0
Other Base	3,622,450
<b>Equity Total</b>	687,953
Equity Aboriginal	74,646
Equity Socio economic	349,389
Equity Language	33,278
Equity Disability	230,642
<b>Targeted Total</b>	856,821
<b>Other Total</b>	303,288
<b>Grand Total</b>	5,581,549

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

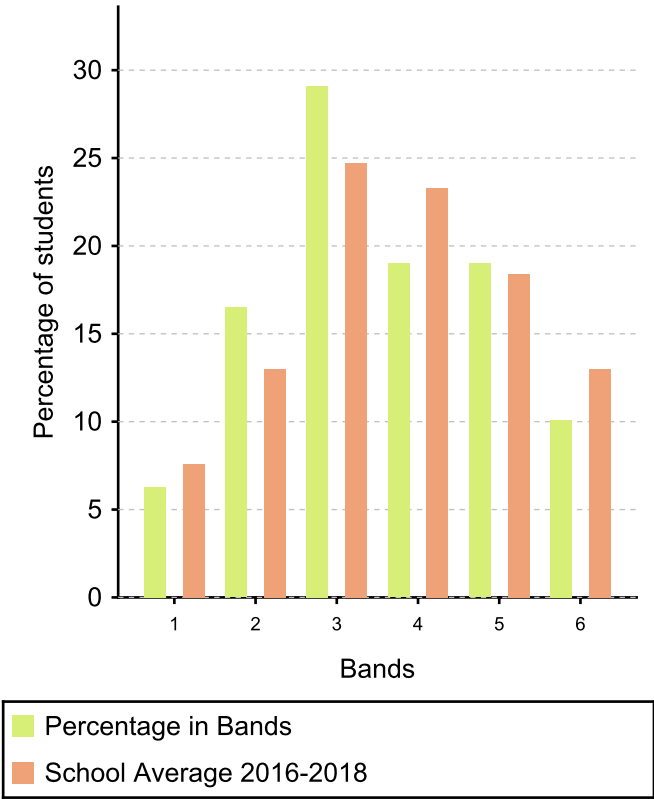
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

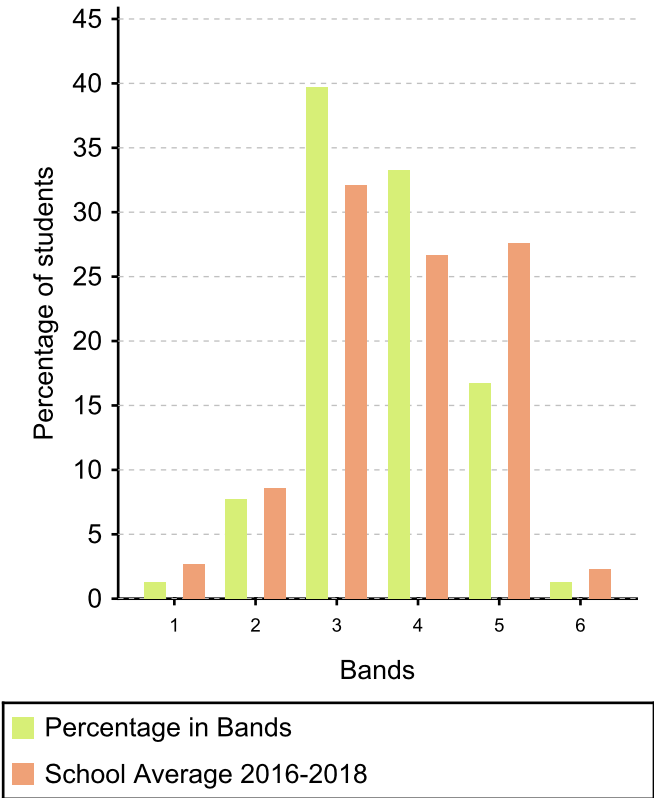
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

98.7% of year 5 students maintained or showed growth in their reading results in 2018. In writing, 16.5% of Year 5 students scored in the top 2 bands and there was a 2.4% decrease in the number of students achieving in the bottom 2 bands. Year 5 girls out performed boys in writing, with 46.7% of boys achieving in bands 3–4. These results have directed our future emphasis on writing across the school, particularly with boys. Year 3 results saw a 4% decrease in the number of students achieving in the lower two bands but a 26% increase in the number of students achieving in bands 3 and 4.

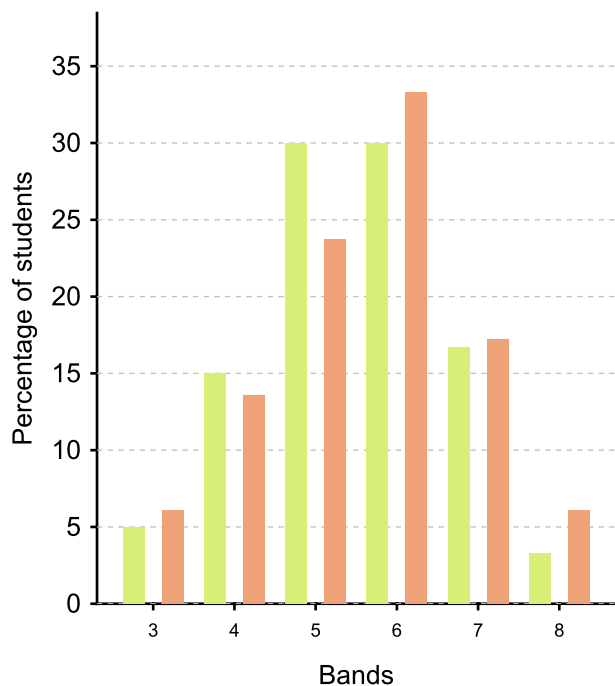
Percentage in bands:  
Year 3 Reading



Percentage in bands:  
Year 3 Writing

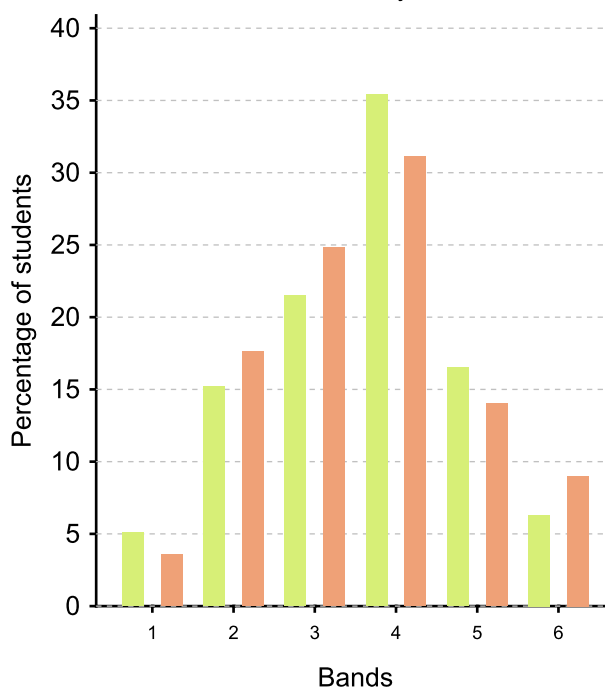


**Percentage in bands:**  
Year 5 Reading

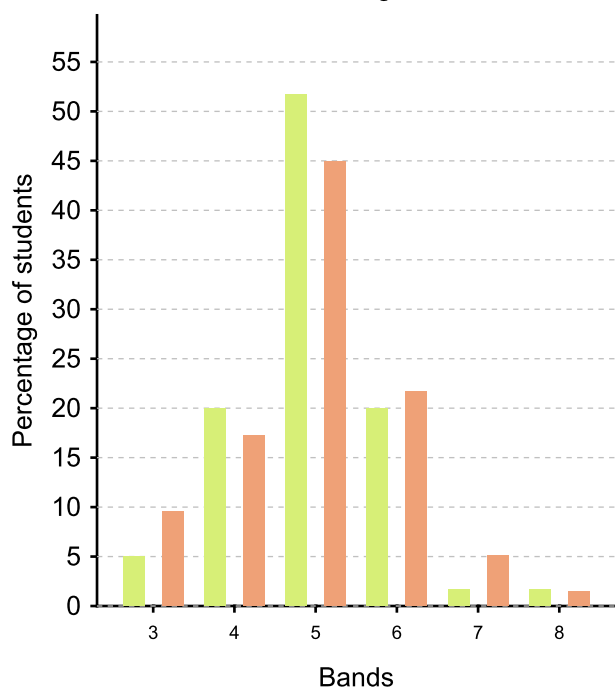


students and 98% of year 5 students reached the national minimum standard in numeracy.

**Percentage in bands:**  
Year 3 Numeracy

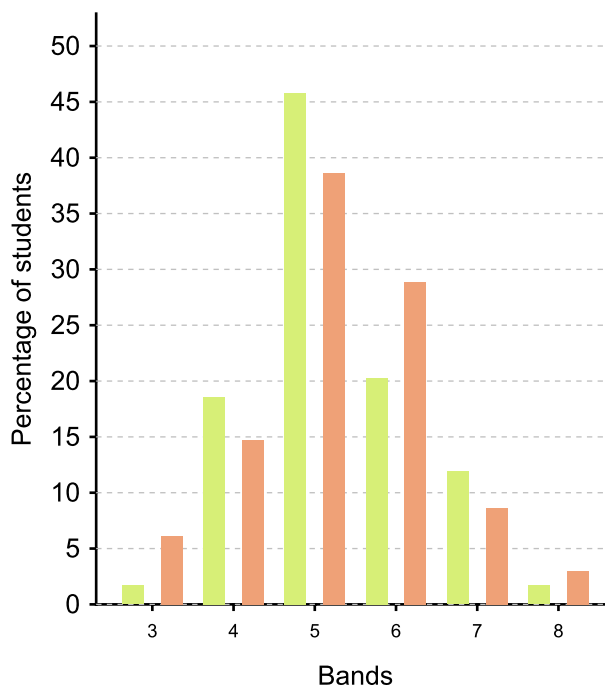


**Percentage in bands:**  
Year 5 Writing



**Percentage in Bands**  
**School Average 2016-2018**

**Percentage in bands:**  
Year 5 Numeracy



**Percentage in Bands**  
**School Average 2016-2018**

In 2018, 79 students in Year 3 and 60 Year 5 students sat the NAPLAN assessments. 100% of Year 5 students showed positive growth in numeracy. 60.7% of girls achieved in bands 5–6 in numeracy and results showed a 13% decrease in the number of Year 5 girls achieving in the bottom 2 bands. 60% of Year 3 boys achieved results in bands 3–4 with an additional 28% of year 3 boys performing in bands 5–6. 95% of year 3

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Another reporting requirement from the state priorities: Better services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. The Year 3 and Year 5 Aboriginal student numbers were not significant enough to report upon.. The number of students who sat the assessment was less than ten, and hence not reportable.



## Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents / Care givers were asked if they would recommend Ettalong Public School to other parents. 94.59% of respondents agreed that they would recommend the school to others. Reasons to recommend our school were:

- the excellent school leadership;
- our empathetic and outstanding classroom practitioners;
- the school's positive culture of embracing difference and diversity;
- the prompt response and professional handling of issues and concerns;
- staff's communication with parents and community members; and
- the strong community involvement that the school actively fosters.

Areas of improvement identified by two respondents were 'playground behaviour of students' and 'being in the dark ages'.

## Policy requirements

### Aboriginal education

The Aboriginal Education and Training Policy and the Partnership Agreement between the Department of Education and Koorana; our local Aboriginal Education Consultative Group (AECG) underpin the structure of Aboriginal education across the school. Staff representatives are active members of the AECG, attending meeting and leading Aboriginal education

across the school. This year saw the appointment of an Aboriginal Education worker (AEW), three days a week. Her role entails supporting our Aboriginal families to become more involved in their children's education, supporting Aboriginal students in their learning while enhancing the cultural competence of the students, staff and school community.

The Aboriginal Education committee invested funds in the 8 Ways of Learning pedagogy, with 5 staff members trained in this program this year. The team worked collaboratively with staff to sustain and embed these practices across all stages of learning. Across 2018, all Aboriginal students participated in Cultural Continuum excursions, which is a partnership between schools from the Brisbane Water Learning Community. Kindergarten's Cultural Continuum was held at our school in August this year and was a great success as a result of the collaboration between the Aboriginal Education committee, AEW and the AECG.

Our National Reconciliation Week festivities were recognised with all classes illustrating a red, yellow or black hand which was arranged in a Sea of Hands design. The Aboriginal design of a meeting place was by our AEW, to symbolise Ettalong Public School as a place where every student meets as equals to play, laugh and learn. NAIDOC Week was celebrated during the first week of Term 3. This year's theme of 'because of her, we can' was embraced by students enthusiastically completing a poster of an important female figure in their life. Many Aboriginal and non-Aboriginal mothers, grandmothers and aunts were selected by students as well female teachers and Mrs Balfour. Some students chose known Aboriginal sports heroes such as Cathy Freeman or Evonne Goolagong Cawley as their important female figure.

Young Black and Ready 4 School (YBR4S) took place in November, where students were given a school bag 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, our school funded this ceremony and was pleased to see many of our students were represented in all categories. This is reflective of the commitment of our school's staff and students.



## Multicultural and anti-racism education

Multicultural education is embedded in all areas of the curriculum and is featured throughout instructional programs across the whole school setting. This practice lays the foundation for all students to build knowledge, skills and attitudes needed for their culturally diverse society. All children are encouraged to be proud of their cultural identity, and to show respect and acceptance of the diversity of cultures. Harmony Day and NAIDOC Week provided students with opportunities to be involved in a variety of whole school activities to support multicultural education. On Harmony Day students and teaching staff wore orange or cultural dress and engaged in a range of activities from around the world including Japanese calligraphy, Thai cooking, Italian pasta making and traditional Indian dance to name a few.

In August, our whole school musical, *Around the World In Eighty Waves* celebrated cultures from across the globe. Items were based around a country or culture, many of which are represented within our student population. Kindergarten performed a Mexican hat dance, Year 6 students performed the Haka and Polynesian dancing while Year 4 paid tribute to Asian cultures. The musical was an incredible success, not only for our Creative Arts program but also as part of multicultural education at our school.

Ettalong Public School continued to support a diverse range of religious beliefs in 2018 by offering Special Religious Education (Scripture) to students. Scripture groups included Roman Catholic, non-denominational and Ethics. Ettalong Public School has a trained Anti-Racism Contact Officer (ARCO) to whom any complaints about racism are referred. Our ARCO works diligently within the school's welfare system to resolve any issues relating to racism.