

2020 Annual Report

Ettalong Public School



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Introduction

The Annual Report for 2020 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.

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Message from the principal

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. 2020 has been a year to remember for us all, with students learning from home using work packs compiled by their teachers. 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 every term.

Our Creative Arts groups were put on hold due to COVID restrictions but we look forward to recommencing next year. With a wealth of sporting expertise amongst our staff, our school organises many of the sporting activities on the southern Central Coast but again, sporting activities and competitions had to be cancelled.

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 Years 2 - Year 6. School representative leaders come from Year 6 and one child from every other class is chosen by their classmates to be the SRC representative. The SRC meets every fortnight as a whole group then 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 into responsible, caring leaders of the future. This year, we were able to hold a modified Presentation Day for students and staff only. Photographs were taken as mementos.

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. We look forward to resuming our extensive social programs in 2021.

Our P&C run canteen introduced online ordering which has proven to be a great success. The P & C has been extremely understanding and proactive. Their first online raffle was an outstanding success and online ordering of school uniforms was also well utilised during the pandemic.

Students, school leaders and teachers participate in the annual ANZAC march in Woy Woy with absolute pride, each year, but alas, the march could not go ahead in 2020 due to COVID restrictions. The school held its own modified service.

The YMCA Before and After School Care provides a well utilised service on our premises with casual and permanent bookings available to parents who require childcare if they are at work or have appointments. Extra places have been made available due to its popularity.

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! Technology and the library have both been an area of focus for equipment upgrades with many classrooms now having the most up to date electronic smart boards. We will also continue to use the Department of Education's STEM share library which enables us to trial the latest technology equipment.

I would like to thank everyone for their patience, tolerance and understanding in a year that will go down in history.

Lynn Balfour

Principal

School vision

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 540 students, including 12% from Aboriginal and Torres Strait islander backgrounds and 13% from language backgrounds other than English. The school's core values of Respect, Responsibility and Ready to Learn underpin 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 who 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) program.)

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 Officer, School Welfare Officer 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 is committed to improving academic outcomes for all students, focused on achievement, to ensure we are meeting the educational needs of 21st century learners.



NAIDOC Week colouring in competition winners

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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, 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.

Improvement Measures

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%;

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%

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).

Progress towards achieving improvement measures

Process 1: Implement a whole school approach to engage students in their own learning in Literacy through meaningful, challenging, relevant and differentiated learning tasks.

Evaluation	Funds Expended (Resources)
<p>Expected impact:</p> <p>An increased percentage of students achieving stage-appropriate levels in the literacy learning progression sub-elements of Creating Texts (Yrs 1-6) and Phonological Awareness (K).</p> <p>Teachers are able to analyse data generated by PLAN2 for Creating Texts (1-6) and Phonological Awareness (K). The phonics program is proving to be engaging and successful.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$50000.00)• Socio-economic background (\$10000.00)

Process 2: Implement a whole school approach to engage students in their own learning in Numeracy through meaningful, challenging, relevant and differentiated learning tasks.

Evaluation	Funds Expended (Resources)
<p>School-based and external assessments show a growth in student achievement levels and an increase in the percentage of students achieving at the appropriate stage level.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$5000.00)• Literacy and numeracy (\$40000.00)

Process 3: Continue to strengthen student wellbeing practices, programs and relationships to promote happy, safe and respectful students in a conducive and productive learning environment.

Evaluation	Funds Expended (Resources)
<p>TTFM surveys show an increase in the percentage of students from years 4-</p>	<p>Feedback from the whole school</p>

Progress towards achieving improvement measures

6 who are interested and motivated compared to Term One survey results.

Numbers of students participating in stage Reward Days shows an increase from Term One.

Surveys of the whole school community show that the changes made to the school's physical environment have had a positive impact on all.

Evaluation of Gettalong activities indicates student enjoyment and increased participation.

community indicates overall satisfaction and support.

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.

Improvement Measures

Value-added results, based on SCOUT reports, show an increase in the percentage 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).

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)

Positive learning climate aspect of TTFM Student survey indicates improvement from 6.3 in 2017 to 7.3 in 2020 (NSW Gov't norm 7.2 in 2017).

Progress towards achieving improvement measures

Process 1: Implement evidence-based, innovative and engaging teaching and learning programs and engage with the Australian Professional Teaching Standards to build teacher capacity.

Evaluation	Funds Expended (Resources)
All staff have completed mandatory professional learning in the set timeframe. Further professional learning as identified in PDPs has also been completed in addition to chosen areas of PL selected by individual teachers. Weekly professional learning sessions were conducted when allowed. Online PL was well utilised by staff, both teaching and non teaching. Many staff indicated they missed the opportunity to meet with colleagues at professional learning activities and look forward to returning to PL provided by the Department of Education and outside agencies. The vast majority of professional learning was undertaken in teachers' own time.	Online PL in 2020 Nil cost Funding Sources: <ul style="list-style-type: none">• Literacy and Numeracy (\$2500.00)

Process 2: Implement engaging and meaningful activities designed to improve fitness, work relationships and wellbeing.

Evaluation	Funds Expended (Resources)
Staff are unanimously happy with the years' social activities. Very little movement of staff indicates high satisfaction. A number of staff have been at this school for many years, providing a vast range of talents and experience to newer, younger teachers entering the profession. Fitness groups amongst staff were conducted, encouraging healthy lifestyles. Wellbeing was a focus of every weekly staff meeting with the EAPS phone number available and encouraged, for all staff. Staff indicate they are very happy with the management of the school.	Staff donate to social fund throughout the year \$10 per term. EAP phone number. Fitness program after school for all staff was encouraged.

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

Improvement Measures

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).

20% increase in parent and community involvement through volunteering in classrooms (Baseline 2017 - 45) and active P&C membership (Baseline 2017 - 9).

Ettalong PS represented on each BWLC curriculum committee and Koorana AECG.

Progress towards achieving improvement measures

Process 1: Strengthen community connections and provide increased opportunities for families and the local community to work with and support the school with annual special events and special projects.

Evaluation	Funds Expended (Resources)
Staff demonstrate satisfaction in the management of the school. All participants are encouraged to provide ideas and opinions. Professional learning is shared amongst staff and sufficient funds were readily available for school improvement programs. End of year activities were severely restricted but held according to COVID restrictions. Student Reward Days were extremely popular and provided encouragement to follow school values. New playground equipment was installed for younger students and a refurbished eating area for Stage Three children provided a welcoming area where students enjoy eating prior to playing.	School improvements include updating technology resources, new playground equipment and an outdoor classroom and eating area for senior students. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$80000.00)

Process 2: Implement a relevant, differentiated and culturally enriched curriculum that supports and guides Aboriginal, EALD and all students to engage effectively with their learning.

Evaluation	Funds Expended (Resources)
The school has an excellent relationship with the local AECG, attending all meetings and working closely with Aboriginal elders. An Aboriginal Education Officer is employed by the school to liaise with parents, students and the community. The Cultural Continuum ensures students from all Brisbane Water schools are familiar with each other and share their culture and knowledge, prior to COVID restrictions. PLPs were completed for all Indigenous students and proved invaluable for Parent/Teacher interviews, which were conducted over the phone.	ES1; LaST Aboriginal Education Officer Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$50000.00)• English language proficiency (\$12000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$72 099.00) 	<p>The AEO position to be continued next year due to its success.</p> <p>PLPs were completed to a high standard with parents and students involvement.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$34 533.00) 	<p>Teachers gained further insight into the EALD process.</p> <p>Students are now able to participate to a greater level in school activities, with their peers.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$235 086.00) 	<p>Extra teaching staff employed to reduce class sizes. School Learning Support Officers employed to assist in classrooms. Wellbeing Support person employed to assist in classrooms and playground. Resources purchased.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$105 227.00) 	<p>Staff received positive, useful feedback from lesson observations and are on track developing professional skills and maintaining accreditation levels.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$335 022.00) 	<p>All staff agree the budget was used wisely to provide additional assistance to students with additional education challenges.</p> <p>Use of extra teachers and SLSOs provided greater opportunities for students to develop skills and understanding.</p> <p>Staff agreed to continue this program, in the same format, next year, if funding allows.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	299	292	288	282
Girls	252	245	239	253

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93	92.9	91.9	91.7
1	92.2	92.1	91.7	91.3
2	93.1	92.3	91.7	91.3
3	94.1	90.9	91	91.3
4	93.5	91.7	91.7	90.7
5	93.3	88.7	91	89.6
6	93.2	91.1	90.6	91.6
All Years	93.2	91.4	91.4	91.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	23.98
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Administration and Support Staff	7.96

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	879,986
Revenue	5,919,492
Appropriation	5,869,694
Sale of Goods and Services	15,227
Grants and contributions	32,993
Investment income	1,378
Other revenue	200
Expenses	-5,963,715
Employee related	-5,396,489
Operating expenses	-567,225
Surplus / deficit for the year	-44,223
Closing Balance	835,763

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

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	128,821
Equity Total	676,740
Equity - Aboriginal	72,099
Equity - Socio-economic	335,022
Equity - Language	34,533
Equity - Disability	235,086
Base Total	4,488,287
Base - Per Capita	133,158
Base - Location	0
Base - Other	4,355,130
Other Total	427,330
Grand Total	5,721,179

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

School performance - NAPLAN

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

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

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Parent/caregiver, student, teacher satisfaction

In 2020, the school sought the feedback from parents, students and teachers about the school. Their responses are presented below.

Parents / Caregivers were surveyed if their child felt welcomed and supported at Ettalong Public School throughout 2020. 94.59% of respondents said their child felt happy and excited to return to school after the disruption caused by the COVID-19 Pandemic and supported by staff. Responses about the school also recognised:

- the strong and approachable school leadership;
- the promotion and advocacy of anti-bullying, cyberbullying and proactive wellbeing programs;
- the school's positive culture of embracing diversity and students' differences;
- empathetic and quality classroom practitioners;
- the school's communication with parents and community members, in particular our Facebook page was highlighted as outstanding; and
- support provided to students and parents during the Work From Home period.

Areas of improvement identified by two respondents were 'playground behaviour of students' and 'the school's communication.'



Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education played an important part of the curriculum in 2020, supporting the 51 Aboriginal and Torres Strait Islander students that are currently enrolled at our school. Our strong partnership with Koorana was further strengthened with five members of staff regularly attending local Aboriginal Education Consultative Group (AECG) meetings and advocating for Aboriginal Education across the peninsula.

Staff engaged in a full day of Professional Learning run by Minning Minni Kaiwarrine (Night No More) Cultural Dance Company principal, Stuart McMinn in Term 2, gaining valuable cultural knowledge and a greater understanding about the way Aboriginal students think, learn and engage with education. Staff were provided opportunities to ask questions to consolidate their understanding and better understand the learning needs of ATSI students. End of year evaluation of whole school activities and initiatives found this professional learning opportunity as a highlight and most beneficial to staff.

Our school's Aboriginal Education Committee conducted a review of students' Personalised Learning Plans (PLPs), consulting with stakeholders to refine and improve the existing procedures. As a result of this initiative, a new PLP template was developed and will be implemented across the school in 2021. This community consultation resulted in two local schools evaluating their own PLP processes. Our Aboriginal Education Officer (AEO) continued to support staff and Aboriginal and Torres Strait Islander (ATSI) students on a daily basis, working in classrooms and liaising with parents/carers and community organisations. While the impacts of COVID-19 prevented the combined Brisbane Water Learning Community schools from running the Cultural Connections incursions, our students engaged in a range of cultural experiences throughout the year. In the lead up to NAIDOC week, all students were immersed in literature from ATSI authors about the customs and traditions of local Aboriginal peoples and participated in cultural experiences such as a smoking ceremony and learning simple phrases from various local dialects. Every child across the school created a traditional design that told a personal story about community and connection, before designs were transferred onto a river pebble. The pebbles are being used to create a mosaic mural design for the permanent flooring of the school's yarnning circle which is currently being revamped.

In December, COVID-safe style Deadly Awards were held on school grounds, with over 90% of ATSI students being recognised for their effort and achievements in areas such as leadership, academic, sporting and cultural excellence and outstanding attendance.

Anti-Racism Policy

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

In 2020, Ettalong Public School trained two additional Anti-Racism Contact Officers (ARCO) to whom any complaints about racism are referred. Our ARCOs work diligently within the school's welfare system to resolve any issues relating to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and

practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

More than twenty six different nationalities are represented at our school and we strive to enhance learning opportunities of our students by drawing on the wealth of cultural knowledge available in our local community. Our core values of Respect, Responsibility and Ready to Learn are referred to and used to embrace individuality, differences through tolerance, acceptance and empathy. Our Anti-Bullying program is implemented across all classrooms in Term 1 each year and tie into National Day of Action against Bullying and Violence and Harmony Day, where all members of the school community make a pledge to demonstrate tolerance and acceptance and call out and denounce bullying in all its forms. Values of respect, tolerance and acceptance are encouraged daily in classrooms, weekly at our whole school and stage assemblies and are explicitly taught to all grades as part of our Positive Behaviour for Learning (PBL) program and are included in our core values of Respect, Responsibility and Ready to Learn. Our Gettalong lunch time social skills program also reinforces positive social skills, good sportsmanship and resilience.

A specialist English as an Additional Language or Dialect (EAL/D) teacher was again employed using English Language Proficiency funds to assist students whose first language is not English. These students are provided with support in everyday language and also social and cultural assistance.

