

2021 Annual Report

Ellalong Public School



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Introduction

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

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

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School vision

At Ellalong Public School, we aspire to provide a safe, supportive and inclusive learning environment that inspires excellent attendance and offers our students outstanding academic, extra-curricular and social / emotional opportunities for growth.

Our staff are dedicated towards the pursuit of school excellence through ongoing individual improvement and collaborative practices.

Together, as a school community, we have a holistic approach to develop and nurture our students to grow into well-rounded citizens of the future.

School context

Ellalong Public School (EPS) is a small school located in the rural township of Ellalong, 13 kilometres south west of Cessnock. The school community is passionate about the school which is well regarded in the community.

EPS consists of approximately 116 students from diverse socio economic backgrounds. Our school population includes 10% A&TSI students, and there is minimal other cultural diversity. The schools FOEI has been decreasing steadily and is currently 122, with reductions to the schools anticipated funding a potential into the future.

The situational analysis revealed that the school has established clear professional learning directions, teaching and learning focus areas and impact monitoring strategies during 2019/20. These practices have made positive impacts on school based achievement data as a result of high impact teaching, data informed differentiated teaching and collaborative practices. These directions and practices will continue to be prioritised in this school plan.

Assessment data indicates that there is positive student growth from Best Start to Year 3 NAPLAN. Year 3-5 growth is improving.

The school has worked hard to identify and align individual learning needs with support and intervention within the school, as well as to connect with external agencies. The schools wellbeing focus has traditionally ensured that a 'sense of belonging' has been consistently evident among the students, however this was impacted by COVID-19.

The school benefits from great community support and a positive community culture. Our P&C is committed towards supporting the school improvement journey and raising funds to support our programs. The school is looking to continue strengthening our partnership with the Korreil Wonnai AECG.

Ellalong Public School is a proud member of the Cessnock Community of Great Public Schools (CCGPS).

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

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

Self-assessment using the School Excellence Framework

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

Whilst the schools findings indicated achievement at Sustaining and Growing in all areas, our External Validation panel found us to be Excelling in Teaching: Effective Classroom Practice and Leading: Educational Leadership. In the domain of Leadership: School planning, implementation and reporting we were found to be delivering.

Strategic Direction 1: Student growth and attainment

Purpose

The staff and community of Ellalong Public School have a deep desire to enable all students to achieve at their highest capacity as this will enable our students to have the greatest opportunities in future education, employment and life. This will be achieved through constantly refining our professional learning delivery to ensure it is high impact, based on the immediate needs of the students (data) in the school and relevant research. Collaborative practices ensure that we effectively utilise the high level skills and expertise existing within the school.

Initiatives

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

- Professional Learning in High Impact Pedagogy
- Data Driven Practices for Staff and Students.

Resources allocated to this strategic direction

Professional learning: \$70,370.29

Literacy and numeracy: \$14,496.94

Early Action for Success (EaFS): \$102,907.78

QTSS release: \$23,432.66

Low level adjustment for disability: \$12,446.20

Summary of progress

The school maintained a focus on professional learning and data driven practices during the 2021 school year. The professional learning and follow-up impact meeting model continued and was thought to drive improvements across the school. Differentiated professional learning in Literacy focused on effective assessment to guide reading instruction, reciprocal reading strategies, the writing process and spelling instruction.

SLSO's also accessed professional learning to allow them to be even more effective when taking groups, interventions and supporting the children, particularly in 'Word Work'.

The Mathematics Team and Primary Mathematics Specialist Teacher - Sally Rumball led continued professional learning in Mathematics through 'Working With the Big Ideas' and 'Starting Strong' guided learning modules. The Mathematics team formed a professional learning community and worked through focus areas such as challenging tasks and effective use of assessment.

Collaborative practices, such as impact meetings, collaborative planning days, CTJ sessions and team teaching in HSIE continued where possible.

Our Assessment Schedule and strategies were streamlined to ensure useful, consistent and timely data collection that was useful to teachers and provided evidence of improvement.

It was felt that the consistent professional learning focus and data driven practices contributed towards our schools success in the 2021 NAPLAN for Year 3 and Year 5.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
System Negotiated Targets: NAPLAN Top Two Bands Reading: The percentage of students achieving in the top two bands in Reading will increase from 38% to a minimum of 41%.	50% of students achieved in the top two skill bands (NAPLAN) for reading and 36% for numeracy, indicating achievement of the annual progress measure.

<p>(Measured by SCOUT/School Target Setting/ Top 2 Bands Reading / Target Setting - % of students in top 2 bands - Reading)</p> <p>NAPLAN Top Two Bands Numeracy: The percentage of students achieving in the top two bands in Numeracy will increase from 22.6% to a minimum of 26%. (Measured by SCOUT/School Target Setting/ Top 2 Bands Numeracy/ Target Setting - % of students in top 2 bands - Numeracy)</p>	
<p>Value Added results across years K-3 increases from (baseline) Sustaining and Growing to (target) Excelling and Value Added results across years 3-5 increases from (baseline) Delivering to (target) Sustaining and Growing. (Measured by SCOUT / NAPLAN DoE / Value Added / Across Years K-3 and 3-5.)</p>	<p>Value Add K-3 results are not available in 2021 due to changes to the Best Start Assessment in 2018.</p> <p>Value Add Year 3-5 results remained at delivering.</p> <p>Value Add Year 5-7 results increased from delivering to sustaining and growing.</p> <p>Overall, SEF SaS through External Validation determined that the school was at sustaining and growing.</p>
<p>SEF SaS in the Element Data Skills and Use, particularly the themes of 'Data Analysis' and 'Data Use in Teaching' are self assessed as Sustaining and Growing with elements of Excelling (increasing from Sustaining and Growing).</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use. This was validated by EV in 2021.</p> <p>Self assessment in the themes of 'Data Analysis' and 'Data Use in Teaching' shows the school is currently performing at sustaining and growing.</p>
<p>TTFM Teacher Survey shows improvement in 2021 focus areas:</p> <ul style="list-style-type: none"> • Collaboration School Av 7.3 State Av. 7.8 • Data Informs Practice School Av 7.53 State Av 7.8 • 2018-2020 TTFM Staff Survey (3 Yr Average Results) <p>TTFM Teacher Survey shows sustained results from the baseline data in:</p> <ul style="list-style-type: none"> • Leadership School Av 7.53 State Av 7.1 • Teaching Strategies School Av 8.03 State Av 7.9 • Planned Learning Opportunities School Av 7.6 State Av 7.6 • 2018-2020 TTFM Staff Survey (3 Yr Average Results) 	<p>TTFM Teacher Survey showed the following improvement in 2021 focus areas:</p> <ul style="list-style-type: none"> • 2021 Collaboration results 7.5 exceeds the 2018-2020 three year school average of 7.3. (State Av. 7.8) • 2021 Data Informs Practice results 7.9 exceeds 2018-2020 three year school average of 7.53. (State Av 7.8) <p>TTFM Teacher Survey shows sustained results from the baseline data in:</p> <ul style="list-style-type: none"> • 2021 Leadership results decreased to 7.3 from the 2018-2020 three year school average of 7.53. (State Av 7.1) • 2021 Teaching Strategies results remained steady at 8.2 with the 2018-2020 school three year average being 8.03 (State Av 7.9) • 2021 Planned Learning Opportunities 7.8 increased from 2018-2020 three year school average of 7.6 (State Av 7.6)

Strategic Direction 2: Positive Well-being and Attendance

Purpose

A positive wellbeing focus within the school will ensure that we provide a safe, supportive and inclusive learning environment, allowing our students to access and attend to their learning and develop social and emotional skills. Students will demonstrate high levels of engagement and connectedness with school, and regular attendance.

Initiatives

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

- Positive Wellbeing Programs
- Positive Attendance Strategy
- Personalised Learning and Personalised Support

Resources allocated to this strategic direction

Socio-economic background: \$111,477.00

Location: \$4,167.52

Low level adjustment for disability: \$70,125.00

Summary of progress

Positive well-being was impacted by COVID-19 and ongoing restrictions during the year and student results declined in some areas. The school maintained its focus on PBL and Bounce Back, however other elements such as Buddies and the Peer Support program were unable to go ahead due to 'cohorting'. Other initiatives, such as student and school film making were thought to have a positive impact during the stay at home orders.

Attendance was up from 2020 and above state average, however roll marking was subject to interpretation during the 'stay at home orders' and caution should be exercised when reading these results. Overall, this result seemed positive considering that the school did not implement an 'attendance matters' campaign. Filming for a Cessnock and Kurri Kurri Principals Network positive attendance initiative did occur, with the intent of releasing it in 2022. EPS staff were heavily involved in the production of this initiative.

The school invested heavily in strategies to identify our learners needs and implement effective support programs, including the highly successful 'Language Legends' Speech Therapy program. 39 students received support, with 19 out of 23 students demonstrating improvements in their sub-tests and 4 of the 16 speech students graduated out of the program. Other in-class support and intervention programs were effective at supporting differentiated teaching across the school. Improved links to support services and referrals to specialists occurred in 2021. Further improvements to IEP's and parental partnerships are planned for 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Wellbeing - The percentage of students demonstrating positive wellbeing will increase from 87.8% to at least 89.8%. (Measured by SCOUT/School Target Setting/ Wellbeing / Target Setting - % of students with positive wellbeing.) SEF SaS in the element of 'Wellbeing' will be assessed as Sustaining and Growing with elements of Excelling. (Currently Sustaining and Growing).	The percentage of students demonstrating positive wellbeing increased from 87.8% to 89.3% (TTFM Term 1 snapshot). This is within 0.5% of achievement of this improvement measure. Self assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the element of Wellbeing. The theme of caring for students was self assessed as excelling. This was validated by EV.
TTFM Student Survey trend results indicate maintenance or improvement	TTFM Student Survey trend results indicated the following. • 'Positive Sense of Belonging' decreased significantly to 63% (State

<p>at above NSW Government Norms, particularly the social / emotional domains of 'Positive Sense of Belonging', 'Positive Behaviours at School', 'Interest and Motivation'. (Measured by TTFM Survey Log in / View Reports / Trend Reports)</p>	<p>average 81%) in the November TTFM student survey taken in the second week after students returned to school after home learning.</p> <ul style="list-style-type: none"> • 'Positive Behaviours at School' decreased 4% from March to November TTFM but remain above State Average (83%). • 'Interest and Motivation' - this specific socio-emotional outcomes were removed from the 2021 Student TTFM Survey. <p>TTFM Students Survey results were generally below the results achieved in 2020 across many domains.</p>
<p>Attendance - The percentage of students attending 90% or more of the time will increase from 76.6% to at least 80.1% (lower bound target). (Measured by SCOUT/School Target Setting/ Attendance / Target Setting - % of students attending school 90% of time or more)</p> <p>The school achieves an average attendance rate that is within 1% of the average attendance of the State. (Measured by the Annual report attendance figures for the school and State).</p> <p>SEF SaS in the theme of 'Attendance' from the element 'Learning Culture' will be assessed as Sustaining and Growing with elements of Excelling. (presently Sustaining and Growing).</p>	<p>The percentage of students attending 90% or more of the time decreased from 76.6% to 74.6%. This is a decrease of 2%.</p> <p>The school's average attendance rate was 93.6% compared to the average attendance of the state which was 92.4%. This surpassed the goal of school based attendance being within 1% of the state, however was impacted by COVID learning from home roll marking.</p> <p>Self assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the element of learning culture. The theme of attendance was self assessed as sustaining and growing. This was validated by EV.</p>

Strategic Direction 3: Schoolwide Collaborative relationships

Purpose

Collaborative relationships that prioritise student learning and school improvement will ensure that all stakeholders are committed towards common goals that set high expectations and create engaging partnerships in ongoing school improvement.

Initiatives

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

- Teacher and Parent Collaborative Partnerships
- School and Home Collaborative Partnerships
- Cultural Partnerships

Resources allocated to this strategic direction

Socio-economic background: \$6,500.00

Aboriginal background: \$6,205.29

Summary of progress

To improve teacher and parent collaborative partnerships, the Seesaw app was successfully trailed and adopted by all classes. Whilst interviews and meetings could still occur virtually, restrictions did make it difficult to pursue face to face meetings in the traditional way and this did impact on the schools ability to partner with and engage parents in their child's learning. Further improvements to parental consultation for IEP's and other support programs will be pursued in 2022.

Filming was the major (additional) strategy focused on during 2021 to establish school and home communication and partnerships and was particularly beneficial during the stay at home orders and subsequent restrictions. Events were filmed and shared with community who were unable to attend and the schools achievements were promoted. A Kindergarten Orientation video was created.

The schools had a very successful year in pursuing Aboriginal Education initiatives. An Aboriginal Education Team (AET) was formed to establish a student voice and perspective and school based activities recognising Aboriginal culture being much improved. The school successfully consulted with the AECG in all of our school events. Plans for staff professional learning in the 'Connecting to Country' was impacted by the COVID restrictions. Planning and consultation was undertaken to establish a 'yarning circle', which will be completed in phases over the coming years.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
TTFM Parent Survey results indicate maintenance above NSW Government Norms in the survey areas of 'Parents Feel Welcome' and 'Parents Support Learning at Home'. Results for 'Parents are Informed' increases.	TTFM Parent Survey results indicated continued performance above NSW Government Norms in the survey areas of: <ul style="list-style-type: none">• 'Parents Feel Welcome' (School score 8.3 v's State score 7.4)• 'Parents Support Learning at Home'. (School score 8.0 v's State score 6.3) Results for 'Parents are Informed' decreased by 0.3 points. (2022 School score 7.5 v's State score 6.6 down from 2021 School score 7.8 v's State score 6.6)
SEF SaS in the theme 'High Expectations' is maintained at Sustaining and Growing with elements of Excelling.	SEF SaS in the theme high expectations was maintained at sustaining and growing with elements of excelling.

<p>All teaching staff and some support staff have attended the Connecting to Country professional learning course.</p> <p>There will be greater accuracy in the TTFM student data to allow meaningful tracking of 'I feel good about my culture when I am at school' and 'My teachers have a good understanding of my culture'.</p> <p>A completed audit of the school has identified opportunities for cultural recognition in the school grounds with plans in place to complete some improvement projects.</p>	<p>All teaching and support staff have not yet attended the Connecting to Country professional learning course. This course was only run once in 2021 due to COVID restrictions. Therefore this will continue to be a school priority.</p> <p>There will be greater accuracy in the TTFM student data to allow meaningful tracking of 'I feel good about my culture when I am at school' and 'My teachers have a good understanding of my culture'.</p> <p>A completed audit of the school identified opportunities for a 'yarning circle' and preliminary planning works have occurred during 2021, with a view to 'phase 1' of the works being completed in 2022.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$150,409.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ellalong Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: IFS Funding allowed 2.2 FTE SLSO's to be employed in the support of students with additional learning needs. Up-skilling of these SLSO's in classroom based academic support programs such as 'word work' proved valuable in providing additional support in line with Strategic Direction 2 - Personalised Learning and Personalised Support.</p> <p>After evaluation, the next steps to support our students with this funding will be: A significant reduction in this funding is expected in 2022 due to enrollment changes. Whilst this program has been successful and will continue it will be significantly reduced as a result of decreased funding. This will also impact on staffing.</p>
<p>Socio-economic background</p> <p>\$160,882.40</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ellalong Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Wellbeing Programs • Personalised Learning and Personalised Support • Teacher and Parent Collaborative Partnerships • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support in class support and intervention program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: Additional targeted learning support for students that has resulted in a decrease in students in the bottom two / three bands. Positive wellbeing and social emotional learning programs have been implemented, however adjustments were made according to restrictions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of the targeted learning support program. Positive wellbeing results have been inconsistent (TTFM), however this has been attributed to the impact of COVID on students. These programs are anticipated to continue in 2022, with improvement in the data expected. This will be monitored.</p>
<p>Aboriginal background</p> <p>\$18,325.40</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ellalong Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$18,325.40</p>	<p>Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Cultural Partnerships • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Connecting to Country program to support student learning and cultural connectedness. • employment of additional staff to support Cultural Initiatives. (for events) • community consultation and engagement to support the development of cultural competency • professional learning and staffing release to support development and implementation of Personalised Learning Plans in consultation with parents. • Engage and consult with the AECG. <p>The allocation of this funding has resulted in: An Aboriginal Education Team (AET) was formed to establish student voice and perspective and school based activities recognising Aboriginal culture were much improved. The school successfully worked with the AECG in all of our successful events. Plans for staff professional learning in the 'Connecting to Country' was impacted by the COVID restrictions. Planning and consultation was undertaken to establish a 'yarning circle', which will be completed in phases over the coming years.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue AET and staff leadership to maintain direction and focus in Aboriginal Education. Continue to access AECG resources and initiatives. Increase Aboriginal texts / Aboriginal authors in library. Pursue 'yarning circle' phased completion.</p>
<p>Low level adjustment for disability</p> <p>\$82,571.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Ellalong Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning and Personalised Support • Data Driven Practices for Staff and Students. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional in class support for students with additional learning needs and or intervention requirements. • Release for LAST (2 hours per week) to support collaborative planning for students with high level learning needs, including pursuing applications for Integrations Funding Support and Support Class Placements. <p>The allocation of this funding has resulted in: Successful in class support and intervention programs for students. Additional time to complete collaborative and administrative requirements of LAST role, facilitating the successful application for Support Class Placements (x2 students) and IFS (x2 students).</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue in class support.</p>

Low level adjustment for disability \$82,571.20	Expand LAST role.
Location \$4,167.52	<p>The location funding allocation is provided to Ellalong Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Attendance Strategy <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: School attendance rates were above State Average.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to implement positive school attendance strategies, within the circumstances of COVID restrictions etc.</p>
Professional learning \$70,370.29	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Ellalong Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Learning in High Impact Pedagogy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in professional learning. • release time for staff to support teacher mentoring • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation • lead professional learning opportunities available through the Numeracy Strategy, specifically through our involvement in the Primary Mathematics Specialist Teacher Initiative. • targeted professional learning to improve literacy and numeracy • staff training and support in literacy and numeracy • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: Clear, established and consistent professional learning directions. Effective implementation of targeted, relevant PL in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Revise and amend P/L directions to ensure the focus and directions are still current. Review implementation of P/L to ensure consistency with a staffing and structural change from I/L to APC&I.</p>
Beginning teacher support \$14,845.00	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Ellalong Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Beginning teacher support</p> <p>\$14,845.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • release time for staff to provide targeted support to students, including mentoring and tutoring • release time for staff to support teacher mentoring <p>The allocation of this funding has resulted in: Successful mentoring and support of a beginning teacher in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: No further funding is available for this teacher, however continued support will be provided. It is anticipated that two additional teachers will access BTSF in 2022.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Ellalong Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employ SAO to meet administrative requirements. <p>The allocation of this funding has resulted in: The employment of an SAO to meet administrative requirements, allowing school leadership to focus on school leadership.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue this model in 2022.</p>
<p>Literacy and numeracy</p> <p>\$14,496.94</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ellalong Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Learning in High Impact Pedagogy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning in evidence based pedagogy and data informed practices. • Release for staff professional learning. <p>The allocation of this funding has resulted in: Significant improvements have been noted to the 2021 NAPLAN achievement. Particularly, our Year 3 students achieved an average result better than the State in all NAPLAN assessment areas.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued professional learning in high impact pedagogy and involvement in the PMSTI.</p>
<p>Early Action for Success (EAfS)</p>	<p>The early action for success (EAfS) funding allocation is provided to improve</p>

<p>\$102,907.78</p>	<p>students' performance at Ellalong Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Learning in High Impact Pedagogy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: Delivery of targeted professional learning, collaborative planning and data informed practices driving improvements to teaching and student learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: EAFS is not continuing beyond 2022. The school will be using a similar model for the implementation of the APC&I role in 2022.</p>
<p>QTSS release</p> <p>\$23,432.66</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ellalong Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Learning in High Impact Pedagogy • Data Driven Practices for Staff and Students. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Evidence based lesson planning from collaborative analysis of student data. • Collaborative planning and mentoring. • Some collegial lesson observation. • <p>The allocation of this funding has resulted in: Impact meetings were considered highly effective at driving school improvement, as it was student centered and focused on planning for the practical implementation of the professional learning. Within the context of lesson delivery to support the planning from impact meetings, observations of teaching practice were able to occur.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue impact meetings in 2022, refining and publishing this strategy and acknowledging the known change in staffing. Expand lesson observations beyond the focus of impact meetings to problems of practice across the school.</p>
<p>COVID ILSP</p> <p>\$109,149.78</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>COVID ILSP</p> <p>\$109,149.78</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of students. <p>The allocation of this funding has resulted in:</p> <p>Intervention programs supporting those students who did not access learning from home to the same degree as their peers, as well as those students identified as requiring additional learning support and intervention. Across the various programs, differing results have been achieved.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>COVID ILSP is continued in 2022, however is not the same funding. Continue providing in-class support for students requiring support. Changes in staffing will require induction and further familiarisation with school assessment, data collection and intervention programs.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	58	64	67	67
Girls	69	59	58	51

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.8	92.5	93.8	93.8
1	93.9	95.7	95.2	93.1
2	91.7	91.5	94.9	93.2
3	93.7	92.8	95.2	95.2
4	93.1	91.9	91.6	93.3
5	92.2	91.6	91.4	93.7
6	92.8	89.3	91.7	93.1
All Years	93.6	92.1	93.3	93.6
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.72
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	1.61

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2021 Actual (\$)
Opening Balance	63,135
Revenue	1,895,137
Appropriation	1,864,482
Sale of Goods and Services	1,036
Grants and contributions	19,564
Investment income	55
Other revenue	10,000
Expenses	-1,878,418
Employee related	-1,703,608
Operating expenses	-174,810
Surplus / deficit for the year	16,719
Closing Balance	79,853

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	128,027
Equity Total	237,138
Equity - Aboriginal	23,025
Equity - Socio-economic	131,542
Equity - Language	0
Equity - Disability	82,571
Base Total	1,094,496
Base - Per Capita	30,815
Base - Location	4,168
Base - Other	1,059,513
Other Total	160,482
Grand Total	1,620,142

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.

Parent/caregiver, student, teacher satisfaction

Parent / Caregiver: 17 people completed the parent Tell Them From Me Survey in 2021. A summary of the results is as follows:

- Parents continue to feel welcome at school, our administrative staff are helpful when answering a parent question or problem and the school communicates in clear, plain language.
- Parents can easily speak to teachers and teachers listen to concerns parents have.
- Parents feel school reports are easily understood and feel informed about their child's progress and behaviour at school. However, despite some improvements, they still feel less informed about their child's social and emotional development.
- We continued to see improvements to 'parents support learning at home', with parents reporting an increase to the encouragement and praise they give to their children. Increases also were noted to family discussions about the importance of school and homework, as well as their feelings towards other children at school.
- The school maintained high level achievement in supporting student learning and made further improvements to the school supports positive behavior and safety at school.

Future Improvements:

- Over the next 12 months, 'events', 'student wellbeing' and 'technology use' were the most common areas parents would like to see school improvements.
- Parents most commonly felt they needed help / support in writing and behaviour.
- We will continue to review and improve our approach to the development of our students social and emotional skills, including our bullying prevention strategies, and communicate these strategies with parents.

Student: Almost all students in Year 4-6 completed the student TTFM survey. A summary of the data is below.

- Positive Sense of Belonging declined: Students scores were significantly lower in this area, indicating student felt less accepted and valued by their peers and by others at their school. 64% Girls / 63 % Boys / 63% Overall (81% State Average)
- Positive Behaviour at School improved: Students that do not get in trouble at school for disruptive or inappropriate behaviour. 95% Girls / 89 % Boys / 92% Overall (83% State Average)
- School Pride: 80% of students either agreed or strongly agreed that they were proud of their school.
- Victims of Bullying 28% (36% State Average)
- Advocacy at School 8.8 (State Average 7.7)

Overall, student happiness in some measures was strong, however decline in some areas was noted, in particular to student sense of belonging. Following on from last years work, it was determined that the downturn in results likely due to the COVID-19 restrictions on school operations. The happiness and well-being of students will be closely monitored to ensure the result return to, or exceed, their 'pre COVID' levels in the future.

Teacher: All teaching staff completed the Teacher Tell Them From Me Survey in 2021. A summary of the results is as follows.

2018-2021 TTFM Staff Survey Results

- Leadership (7.4, 7.6, 7.6, 7.3) State Av 7.1
- Collaboration (7.6, 6.6, 7.7, 7.5) State Av. 7.8
- Learning Culture (8.0, 8.2, 8.3, 8.5) State Av 8.0
- Data Informs Practice (7.7, 7.4, 7.5, 7.9) State Av 7.8
- Teaching Strategies (8.0, 7.8, 8.3, 8.2) State Av 7.9
- Technology (5.2, 6.4, 6.2, 6.5) State Av 6.7
- Inclusive School (8.1, 8.2, 8.4, 8.7) State Av 8.2
- Parent Involvement (6.2, 6.4, 6.6, 5.8) State Av 6.8
- Challenging and Visible Goals (7.5, 7.2, 7.5, 7.5) State Av 7.5
- Planned Learning Opportunities (7.6, 7.6, 7.6, 7.8) State Av 7.6
- Quality Feedback (6.8, 6.8, 7.3, 7.2) State Av 7.3
- Overcoming Obstacles to Learning (7.5, 7.7 , 8.0, 7.7) Av 7.7

TTFM Teacher Survey indicated an improvement in the domains of Learning Culture, Data Informed Practice, Technology, Inclusive School and Planned Learning Opportunities. Domains indicating a slight drop included Leadership (specifically related to establishing quality learning goals and observing teaching) Collaboration, Parent Involvement and Overcoming Obstacles to Learning.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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