

# 2021 Annual Report

## Ettalong Public School



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# Introduction

The Annual Report for 2021 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 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.

## School contact details

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## School vision

To increase student learning outcomes with a focus on literacy and numeracy, through the delivery of explicit, quality teaching and provide a strong sense of wellbeing for students, staff and community in the school where all students are known, valued and cared for.

## School context

Ettalong Public School is a large primary school located in the regional north area of the Central Coast. It is situated in a village like atmosphere and is a focal point on the Brisbane Water peninsula. Community members take great pride in the school with many older citizens attending the school themselves when they were younger. The P&C is a small but friendly, hardworking group.

The school has an enrolment of 534 students which includes four classes of students with diagnosed disabilities, with teaching and support staff having a wide variety of experience and skills. The performing arts and sport are strongly supported by students and parents alike through the core values of Respect, Responsibility and Ready to Learn. Students are from a variety of socio economic backgrounds with 9.26% identifying as Aboriginal and 12% from an English as an Additional Language or Dialect (EALD) background. As well as teaching and administration staff, a school counsellor, student welfare officer, community liaison officer and an Aboriginal Education Officer complete the friendly, cohesive setting.

The school has completed a Situational Analysis that has identified three areas of focus for the Strategic Improvement Plan. It is important to note that this builds on the work undertaken in the previous planning cycle, these being Student Growth and Attainment, Quality Teaching and Wellbeing and Strengthening Relationships.

The school is well resourced through astute financial management of funds provided. Classrooms have up to date technology and equipment and teachers attend quality professional learning as it becomes available. A healthy canteen run by the P&C is open to students five days per week and the senior students run a breakfast club, five mornings per week, sponsored by the local Bendigo Bank.

Parents and staff are community minded with outside agencies working closely with the school to ensure students receive assistance if required. YMCA provides Before and After School Care and we are well represented in the local AECG meetings. A very close relationship has been forged with the local RSL sub branch and they now provide an ANZAC award at our annual presentation assembly. Prior to 2020, school leaders from Ettalong Public School proudly marched in the local ANZAC service march and laid a wreath at the Woy Woy memorial. The school has been an integral part of the community for ninety three years and continues to do so.

## 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	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: Student growth and attainment

### Purpose

To increase student learning outcomes in Reading and Numeracy, by developing and sustaining whole school processes for collecting and analysing data and implementing appropriate curriculum, underpinned by evidence informed strategies and embedded evaluative practice, to create strong foundations for academic success.

### 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.

- Personalised Learning
- Data Driven Practices

### Resources allocated to this strategic direction

**Professional learning:** \$17,000.00  
**Beginning teacher support:** \$2,000.00  
**Low level adjustment for disability:** \$123,000.00  
**Literacy and numeracy intervention:** \$94,179.00  
**Aboriginal background:** \$64,980.00  
**Literacy and numeracy:** \$13,000.00  
**Socio-economic background:** \$54,000.00

### Summary of progress

Personalised learning and data driven practices was the focus for this strategic direction. Over the past 12 months we have strategically designed two Aspire classes in Stages 1 and 2 to improve the literacy and numeracy of those students who are below stage expectations. Two experienced and expert teachers lead these classes and data drives all teaching and learning. An SLSO is also incorporated into these classes to ensure personalised learning for all students. Small tuition groups were formed using the COVID ILSP funds and these ran between 4 to 5 times per week. ILSP tuition was tailored to the individual needs and requirements of the identified students. Our Learning and Support Teachers and SLSOs were also providing small tuition groups for those student who were below stage expectations. These three types of interventions enabled an uplift in literacy and numeracy and students were able to access curriculum and support at their point of need and challenge. Formalised review meetings were conducted for both Personalised Learning Pathways and Individual Learning Support Plans ensuring that learning was responsive to data driven practices and the strengths of students were taken into account to further build student aspirations. Goal setting featured heavily for identified students, this enabled teachers and students to be responsive to learning and provided feedback for improvement.

We have a sustainable approach for collecting and analysing data with regular and consistent reviews to drive our teaching. School resourcing has been deployed based on thorough evaluative practices meaning that support, both financial and human, is targeted and authentic in meeting the needs of the focus areas. We are still developing processes to enable students to review, reflect and provide feedback on their learning and our plan is to pursue visible learning approaches.

### 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
Perform above system negotiated target baseline of 26.1% as measured by NAPLAN Reading for Years 3 and 5.	In the 2021 NAPLAN top two bands reading assessment, we achieved 32.26% which is an uplift of 6.16%.
Perform above system negotiated target baseline of 17.5% as measured by NAPLAN Numeracy for Years 3 and 5.	In the 2021 NAPLAN top two bands numeracy assessment, we achieved 19.38% which is an uplift of 1.92%.

<p>Increase the number of Aboriginal students achieving in the top three bands to be working towards system negotiated target baseline of 39.4% Reading and 33.8% Numeracy.</p>	<p>In the 2021 NAPLAN reading assessment top three bands Aboriginal students we achieved 42.9% which is an uplift of 3%.</p> <p>In the 2021 NAPLAN numeracy assessment top three bands Aboriginal students, we achieved 21.4%. We have not achieved this target.</p>
<p>Increase in the number of students achieving expected growth in Reading from the baseline target of 64.2%</p>	<p>In the 2021 NAPLAN assessments, of students' expected growth in Reading we did not meet our target and our actual was 47.73%.</p>
<p>Increase in the number of students achieving expected growth in Numeracy from the baseline target of 53.8%.</p>	<p>In the 2021 NAPLAN assessments, of students' expected growth Numeracy we did not meet our target and our actual was 33.33%.</p>

## Strategic Direction 2: Explicit, quality teaching

### Purpose

In order to strengthen student achievement and build the capacity of teaching staff, we will refine the targeted whole school approach to professional learning through the implementation of research based, pedagogically sound practices to ensure explicit instruction is delivered to students.

### 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.

- Data-driven practices
- Collaborative practice

### Resources allocated to this strategic direction

**Professional learning:** \$17,500.00

**Beginning teacher support:** \$7,300.00

**QTSS release:** \$107,500.00

**Aboriginal background:** \$500.00

### Summary of progress

Data driven practices is the vehicle which drives all of our focus areas. This strategic direction also had a deep focus on collaborative practice. Professional learning drove this focus area and we engaged in the High Impact Professional Learning (HIPL) Framework enabling staff to have ownership of their development and growth. We also engaged in professional learning in What Works Best, strengthening PDPs and aligning them with strategic improvement as outlined in our plan. This approach to targeted and effective professional learning has ensured a continued upward trajectory in the elements of the School Excellence Framework and also in validating the themes of the HIPL Framework. We engaged in the initiative of 'iplay inclusion' which has a specific focus on the inclusion for all students enabling them to access physical health and wellbeing activities whilst increasing engagement. Through this process, peer observations and feedback were utilised with staff undergoing professional learning to improve outcomes for students in these areas. Quality Teaching Successful Students (QTSS) funding thoroughly supported this strategic direction and allowed for team leaders to meet with staff to plan, reflect and evaluate professional goals and directions which ultimately lead to improved student learning.

Internal and external validations have resulted in Ettalong Public School being validated at Sustaining and Growing within the teaching elements of the School Excellence Framework, particularly around Data Skills and Use. Prior to this, we were working within Sustaining and Growing, however, we can now confidently say that this is now embedded. Staff have achieved their personalised goals despite the interruptions this year and all staff have embraced the opportunity to share their knowledge and expertise with others in Stage and targeted teams. This has also led to classroom teachers being responsive to internal leadership opportunities such as External Validation and taking over roles and responsibilities of leading learning for staff. Consistency of Teacher Judgment (CTJ) opportunities have improved teacher confidence when assessing student outcomes and this has led to a more consistent understanding and approach to moderation and collaboration.

### 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
Reflection and evaluation of the Self Evaluation Framework (SEF) to maintain the validation of Delivering in Teaching: Data Skills and Use.	Ettalong Public School was validated at Sustaining and Growing for Data Skills and Use through the External Validation process.
Professional learning is linked to the SIP's Strategic Directions and the Australian Professional Standards for Teachers.	After Professional Learning (PL) about Performance & Development Plans (PDP), goal settings and the Strategic Improvement Plan (SIP), and the thorough allocation of QTSS time, all PL schedules and PDPs now show evidence of Strategic Directions and the Australian Professional Standards

Professional learning is linked to the SIP's Strategic Directions and the Australian Professional Standards for Teachers.	for Teachers.
Professional learning on the High Impact Professional Learning (HIPL) Framework, where staff collaboratively reflect upon and evaluate current whole school practices in the area of data use and analysis.	PL around the HIPL was completed across the year in Planning Days and throughout the working from home period. All teaching staff completed the PL and used the Framework to evaluate current whole school practices. The reflection will be considered in planning for PL in 2022 and beyond.



## Strategic Direction 3: Wellbeing and Strengthening relationships

### Purpose

In order to improve overall student attendance and wellbeing of students and staff while strengthening community relationships, we will respond to individual learning needs and challenges, and communication through consistent, school wide assessment and intervention practices.

### 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.

- Fostering social responsibility of students
- Linking higher levels of wellbeing to academic success and sense of belonging

### Resources allocated to this strategic direction

**Socio-economic background:** \$171,000.00

**Aboriginal background:** \$4,800.00

**Professional learning:** \$4,000.00

### Summary of progress

This strategic direction focused on fostering social responsibility of students and linking higher levels of wellbeing to academic success and a sense of belonging. We evaluated and adapted existing wellbeing programs such as Get-along, Student Representative Council (SRC), Playground Activities that Create Happiness (PATCH) and other extra curricular activities such as but not limited to breakfast, gardening, dance, drumming, recorder clubs. Through National Consistent Collection of Data (NCCD) and a team approach we were able to monitor these activities and the student attendance so that students were able to engage in all facets of a holistic wellbeing approach. Unfortunately, this strategic direction was heavily impacted by COVID and the resulting restrictions as learning from home and segregated cohorts meant that these programs could not run as intended and had to be adapted or abandoned.

Where possible we continued a whole school integrated approach to student and staff wellbeing and we saw recognition of student achievements promoted and acknowledged. Staff were able to evaluate and adapt changes to programs in preparation of implementing in 2022. Students were supported heavily with their wellbeing whilst learning from home and we had Wellbeing Wednesdays where students were invited to participate in whole stage zooms to promote connection with all teachers and peers. All staff contacted home regularly and frequently to engage in a range of conversations with families about learning and wellbeing. This continues our focus that all students are known, valued and cared for.

### 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
Working above baseline line data (86.4%) in Wellbeing with expected improvement across the focus area.	We have had a decrease of 1.17% in students experiencing positive wellbeing.
Initiate reflection and evaluation as well as map out a focused approach in moving towards Sustaining and Growing in Wellbeing (SEF).	Based on judgment by External Validation we have consolidated Sustaining and Growing and are on an upward trajectory towards Excelling.
Maintain current strategies and initiate further incentives to improve students attending 90% of the time.	We have an increase by 2% of students attending 90% of the time.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$198,707.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ettalong Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around [course]</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> <li>• consultation with external providers for the implementation of [strategy]</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>IFS has meant that students were supported in classrooms and playground. Parents and families were supported by goal setting and review meetings which resulted in clear understanding of their child's learning needs and progress. Partnerships were developed and future targets set to ensure all IFS students are deeply catered for.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The processes established throughout this year, will be continued in 2022. This includes strengthening goal setting and review meetings.</p>
<p>Socio-economic background</p> <p>\$381,900.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ettalong Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• Fostering social responsibility of students</li> <li>• Linking higher levels of wellbeing to academic success and sense of belonging</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Aspire classes to support identified students with additional needs</li> <li>• professional development of staff to support student learning</li> <li>• supplementation of extra-curricular activities</li> <li>• staff employed to increase community engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>students and community being supported in the classroom and allowing access to wellbeing programs to enhance educational experiences and outcomes. Resources purchased to support these programs and students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to fully implement the above strategies in support of these students without the interruption of COVID restrictions.</p>

<p>Aboriginal background</p> <p>\$70,280.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ettalong Public School. Funds under this equity loading have been targeted to ensure that the performance of 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• Personalised Learning</li> <li>• Collaborative practice</li> <li>• Fostering social responsibility of students</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Aboriginal students engaging in goal setting processes in Literacy, Numeracy, social and cultural goals. All Aboriginal students were given opportunity for connections with the cultural continuum of the Brisbane Water Learning Community. Our AEO has been working to support our Aboriginal students across all Key Learning Areas. We have seen significant growth in Aboriginal students in Y3, with 33% achieving in the top two bands of Spelling and Grammar and Punctuation.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> We will engage the AEO to facilitate improved community engagement and continue to support the cultural and learning outcomes for our students.</p>
<p>English language proficiency</p> <p>\$21,665.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ettalong Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives to support students and staff through the reporting process.</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved staff competence and confidence in reporting and in implementing EAL/D strategies.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue collegial support for staff when reporting with the EAL/D scales. Current EAL/D teacher to complete all available professional learning so as to impart knowledge with all staff.</p>
<p>Low level adjustment for disability</p> <p>\$239,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Ettalong Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$239,000.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Assist in differentiating class programs and in the preparation of PLSPs. Class teachers then upskill SLSOs and provide programs across all KLAs to support identified students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue the support systems for class teachers to ensure that students are well catered for. Continue specific in class support for students.</p>
<p>Literacy and numeracy</p> <p>\$13,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ettalong Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Access to online programs and assessments (some of which are used across the Brisbane Water Learning Community or across the state as in the case of the Y1 Phonics Screener) have been provided to assist in consistency and data driven practice. Some of these programs were affected in their implementation due to Covid restrictions. Despite the challenges, with the continued focus on reading we have seen an improvement of results including, 53% of Y5 students performing in the top 3 bands of NAPLAN Reading and 48% of Y3 students achieving in the top 2 bands of NAPLAN Reading.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> A continuation of the programs implemented will occur, with increased focus on Numeracy to include Professional Learning and targeted student priorities.</p>
<p>QTSS release</p> <p>\$107,500.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ettalong Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative practice</li> </ul>

<p>QTSS release</p> <p>\$107,500.00</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The extra release of Assistant Principals has ensured that class teachers worked in collaboration with their team leaders to explore and formulate PDPs and teacher observations. The extra time given to class teachers has enabled staff to observe, plan and reflect on peer observations and has supported their achievement of PDP goals. It has also ensured that 100% of staff have included goals that relate to our school's strategic directions and/or the Australian Teaching Standards.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>After reflection and discussion with all stakeholders, the QTSS model implemented this year will continue next year.</p>
<p>Literacy and numeracy intervention</p> <p>\$94,179.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ettalong Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>This funding has supported the implementation of the Aspire Classes which targeted students from S1 and S2 who are working below stage average. The classes were staffed by highly experienced teachers and supported with an SLSO during Literacy and Numeracy times. Students were integrated into year groups during PE, sport and group times for the S2 class. Student numbers were kept to 15 for the S1 class and 20 for the S2 class.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>This model of support will continue with more evaluation in 2022. This year has had various interruptions.</p>
<p>COVID ILSP</p> <p>\$276,300.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - this varies across the school as the implementation has</li> </ul>

<p>COVID ILSP</p> <p>\$276,300.00</p>	<p>occurred across K-6.</p> <ul style="list-style-type: none"> <li>• providing intensive small group tuition for identified students who were working below stage average.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>the formation of small group tuition across K-6 that has catered for students in either literacy or numeracy. The groups were formed after rigorous assessments were completed and then programs were designed to meet students at their point of need. Some programs were implemented by SLSOs. Post assessments were completed and the results from the Covid ILSP tuition groups was entered onto ALAN. All assessments were also communicated to class teachers and families. Covid restrictions saw teachers and SLSOs extend the Term 3 programs to include Term 4. During Term 3, tutors were phoning students and working through any challenges in their learning, listening to them read and supporting students through online learning. All participating students benefited from the interventions provided. Students from Y1 advanced by between 5 and 10 reading levels and students in Y2 progressed between 5 and 7 levels.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to continue the Covid ILSP small group tuition. Tutors will continue to participate in the PL provided, modify any assessments and continue to record student outcomes through ALAN. The groups will continue to support students in years K-6 and across numeracy/literacy.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	292	288	282	284
Girls	245	239	253	252

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.9	91.9	91.7	93.4
1	92.1	91.7	91.3	90.4
2	92.3	91.7	91.3	92
3	90.9	91	91.3	91.2
4	91.7	91.7	90.7	89.5
5	88.7	91	89.6	88.6
6	91.1	90.6	91.6	90.9
All Years	91.4	91.4	91.1	90.9
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

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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)	25.02
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Administration and Support Staff	8.06

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	835,763
<b>Revenue</b>	6,519,111
Appropriation	6,417,432
Sale of Goods and Services	15,000
Grants and contributions	85,212
Investment income	667
Other revenue	800
<b>Expenses</b>	-6,468,527
Employee related	-5,854,952
Operating expenses	-613,575
<b>Surplus / deficit for the year</b>	50,584
<b>Closing Balance</b>	886,347

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

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

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	198,707
<b>Equity Total</b>	707,033
Equity - Aboriginal	64,480
Equity - Socio-economic	381,701
Equity - Language	21,665
Equity - Disability	239,187
<b>Base Total</b>	4,687,533
Base - Per Capita	138,247
Base - Location	0
Base - Other	4,549,287
<b>Other Total</b>	494,302
<b>Grand Total</b>	6,087,575

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Tell Them From Me surveys were not conducted for parents due to the complexities of learning from home. The school therefore engaged in qualitative surveys and conversational feedback. Parents indicated;

- Appreciation for regular check-in phone calls made by our teaching and support staff during learning from home.
- Learning packs were explicit and easy to follow and complete for students and families.
- That they are looking forward to further implementation of the Sentral App.
- That they would recommend our school to others.

Students participated in the Tell Them from Me survey. The number of participants was greatly affected by Covid. Their results are as follows.

- 85% reported advocacy and support from across our school in their learning.
- 60% of students reported being accepted, valued, and included by their peers.
- 75% of students indicated that they display positive behaviours at school.
- Students reported that they felt safe at school. 64% of students indicated that they know where to go if they get bullied at school.
- As a result of COVID and the associated restrictions, only 37% of students felt connected when learning from home.

Teachers participated in the Tell Them from Me survey. Teachers reported that;

- They worked in a safe school environment and had a positive relationship with the leadership team.
- They worked in a positive collaborative environment that increases student engagement and evaluative practices.
- A high level of inclusivity, differentiation and understanding the learning needs of their students, is a high priority.
- Our school is a welcoming and culturally safe place for all students.

Ettalong Public School is above the state government norm for advocacy at school and expectations for success, indicating;

- That there is active consideration and support for student's wellbeing and academic needs.
- Teachers value academic achievement and hold high expectations for all students.
- Supportive classroom environments that promote engagement for all students.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.