

2022 Annual Report

Ellalong Public School



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Introduction

The Annual Report for 2022 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

The Ellalong Public School community aspires to provide a safe, supportive and inclusive learning environment that offers our students outstanding academic, extra-curricular and social / emotional opportunities for growth.

School context

Ellalong Public School (EPS) is a small school located in the rural township of Ellalong, 13 kilometres south west of Cessnock. Ellalong lies on the traditional land of the Wonnarua, Awabakal and Darkinjung people. The school community is passionate about the school which is well regarded in the community.

EPS consists of approximately 109 students from diverse socio economic backgrounds. Our school population includes 15% of students from Aboriginal backgrounds, and there is minimal other cultural diversity. The schools FOEI is currently 142.

The situational analysis revealed that the school has established clear professional learning directions, teaching and learning focus areas and impact monitoring strategies since 2020. 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 need to be re-established after instructional leadership change and the impacts of COVID, and 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, however is still a priority.

The number of students with more complex learning needs continues to grow. 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 supporting students wellbeing. 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. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 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	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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 current, 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

AP Curriculum & Instruction: \$150,571.00

Professional learning: \$13,840.35

QTSS release: \$22,179.75

Per capita: \$10,000.00

Summary of progress

During 2022, EPS continued on a professional learning journey focussed on data driven practices, mathematics instruction, whole school writing assessments to inform teaching and the familiarisation and implementation of the new K-2 curriculum. Collaborative practice in this professional learning approach was prioritised, with impact meetings and lesson observations occurring regularly and planning days scheduled for each term. Unfortunately 2022 saw a decline in Year 3 NAPLAN results from their 2021 high, however Year 5 results were the best results in reading since 2012 and grammar and punctuation results have continued to trend up since 2019. TTFM staff survey results were close to the 3 year average results, demonstrating consistency with previous years achievement, whilst the SEF SaS indicated achievement of our intended outcomes.

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
NAPLAN Top Two Bands Reading: The percentage of students achieving in the top two bands in Reading will increase to a minimum of 42.9% (lower bound target).	The percentage of students achieving in the top two bands in 2022 in reading was 28.1% which was below the lower bound target (42.9%). In 2021, the percentage of students achieving in the top two bands was 50%, which was above the upper bound target (47.9%). This result reflects the nature of different cohorts in small schools.
Value Added results across years K-3 is sustained at Excelling. Value Added results across Years 3-5 increases to Excelling.	SCOUT Value Add data is not available in 2022 as NAPLAN did not occur in 2020.
SEF SaS in the Element Data Skills and Use, particularly 'Data Analysis', 'Data Use in Teaching' and 'Data Use in Planning' are self assessed as maintenance at Sustaining and Growing, with Elements of Excelling. SEF SaS in theme 'Feedback, (from the element Effective Classroom Practice) is assessed as Sustaining and Growing	SEF SaS in the Element Data Skills and Use, particularly 'Data Analysis', 'Data Use in Teaching' and 'Data Use in Planning' were self assessed as maintenance at Sustaining and Growing in 2022, with Elements of Excelling. SEF SaS in theme 'Feedback, (from the element Effective Classroom Practice) was assessed as Sustaining and Growing. Some minor aspects of Excelling were achieved.

with elements of Excelling.	
<p>TTFM Teacher Survey shows sustained improvement in specific focus areas from the baseline data:</p> <ul style="list-style-type: none"> • 2019-2021 TTFM Staff Survey (3 Yr Average Results) • Leadership School Av 7.5 State Av 7.1 • Collaboration School Av 7.26 State Av. 7.8 • Data Informs Practice School Av 7.6 State Av 7.8 • Teaching Strategies School Av 8.1 State Av 7.9 • Planned Learning Opportunities School Av 7.66 State Av 7.6 	<ul style="list-style-type: none"> • 2019-2021 TTFM Staff Survey (3 Yr Average Results) • Leadership 2022 Result 7.7. (3 Year Average 7.5 State Av 7.1.) • Collaboration 2022 Result 7.1 (3 Year Average 7.26 State Av. 7.8) • Data Informs Practice 2022 Result 7.3 (3 Year Average 7.6 State Av 7.8) • Teaching Strategies 2022 Result 7.7 (3 Year Average 8.1 State Av 7.9) • Planned Learning Opportunities 2022 Result 7.4 (3 Year Average 7.66 State Av 7.6)
<p>NAPLAN Top Two Bands Numeracy: The percentage of students achieving in the top two bands in Numeracy will increase to a minimum of 28.6% (upper bound target).</p>	<p>The percentage of students achieving in the top two bands in 2022 in numeracy was 6.3% which was below the lower bound target (28.6%). In 2021, the percentage of students achieving in the top two bands was 35.7%, which was above the upper bound target (33.6%). This result reflects the nature of different cohorts in small schools.</p>

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: \$84,772.47

Location: \$2,501.91

Integration funding support: \$53,233.00

Per capita: \$14,816.19

Low level adjustment for disability: \$80,787.67

Summary of progress

EPS continued to implement the positive wellbeing programs of Positive Behaviour for Learning (PBL) and Bounce Back social emotional learning program. Students participated in lessons each week covering areas of focus, with the school's positive rewards system aligning with desired positive behaviours to promote and recognise positive behaviours at school. The school held several PBL reward days throughout the year. The reduction in COVID restrictions allowed the reintroduction of representative sport, public speaking, debating etc which was well received by the students and school community. These activities led to a 9% uplift in 'sense of belonging' and a slight increase in 'positive learning climate' in the 2022 TTFM student survey results.

In 2022 we continued to feel the impact of COVID on our student attendance patterns. Attendance strategies were not implemented to the extent that was planned or delayed due to attendance complexities, including the strong message to the community to keep children home if they were unwell. Our attendance declined significantly, however this was in line with the State attendance trend and we achieved above State average attendance for the year.

Personalised learning and support remains a large focus at EPS with an increasing number of students requiring additional learning, social, emotional and behavioural support. Significant activities included the ongoing implementation of the Language Legends Speech Therapy program, targeting speech and language development in the early years. The appointment of an Assistant Principal Transition support to the CCGPS assisted many students with additional needs to be placed in appropriate settings prior to commencing school. External school counselling support to increase the assessment and diagnosis service the school could provide resulted in a significant increase to the school Integration Funding Support. This was accompanied by a review of our PLAs practices in school and staff allocated towards support roles. These practices supported TTFM Parent Survey results in 'Inclusive School' to be ranked 8.1 points (State 6.7 points) and an uplift in TTFM Student Wellbeing results, however they are yet to return to pre-COVID levels.

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 91.4% (lower bound target)	This data is not available.
TTFM Student Survey trend results indicate maintenance above, or	'Positive Sense of Belonging' - 2022 School Mean 71% (NSW Govt Mean 81%) with girls 80% (NSW Govt Mean 81%) and boys 65% (NSW Govt

improvement to above NSW Government norms, particularly the social / emotional domains of 'Positive Sense of Belonging', 'Positive Behaviours at School', 'Interest and Motivation'.	<p>Mean 81%). This indicates an improvement from previous years and a move towards pre-COVID levels.</p> <p>'Positive Behaviours at School' - 2022 School Mean 85% (NSW Govt Mean 83%) with girls 93% (NSW Govt Mean 91%) and boys 79% (NSW Govt Mean 75%)</p> <p>'Interest and Motivation' - this data is not available.</p>
Attendance - The percentage of students attending 90% or more of the time will increase from 76.6% to at least 85.1% (upper bound target).	Students attending 90% or more was 45.5%. This was 0.2% below the State (45.7%) but well above the SSSG (37.6%) and Network (35.3%). Whilst EPS did not achieve the set goal, due to COVID and illness challenges it was pleasing to match the State's attendance figures.
SEF SaS in the element of 'Wellbeing' will be assessed as maintaining at Sustaining and Growing.	SEF SaS in the element of 'Wellbeing' was assessed as maintaining at Sustaining and Growing.
<p>SEF SaS in the theme of 'Attendance' from the element 'Learning Culture' will be assessed as Sustaining and Growing. (Presently Sustaining and Growing).</p> <p>The school achieves an average attendance rate that is above 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' was assessed as Sustaining and Growing.</p> <p>According to the Annual Report data, the schools attendance achievement in 2022 was 87.7% which was 0.3% above the attendance of State (87.4%).</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

Location: \$1,500.00

Per capita: \$5,000.00

Socio-economic background: \$27,006.18

Aboriginal background: \$10,392.93

Summary of progress

Our schools approach to collaborative relationships continued through the use of the SeeSaw App, implementation of the improved IEP and PLP process, school and community events and continued support from the P&C. The willingness of staff and parents to engage in regular planned and unplanned communication also assisted the school to achieve highly in the TTFM Parent Surveys.

The school continued pursuing Aboriginal Education initiatives. An Aboriginal Education Team (AET) met and shared student voice and perspective on school based activities recognising Aboriginal culture, resulting in improved events and understanding. The school successfully consulted with the AECG in all of our school events. Students TTFM results indicated a very positive feeling towards Aboriginal culture within the school.

Plans for staff professional learning in the 'Connecting to Country' were impacted by the COVID restrictions. Phase 1 and phase 2 of the Aboriginal Garden were completed, with the third and final phase due for completion in 2023/24.

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' increase to a score above 8.0	'Parents Feel Welcome' - 2022 Result 9.2. State Average 7.4. 'Parents Support Learning at Home' - 2022 Result 7.3. State Average 6.3. 'Parents are Informed' - 2022 Result 8.4. State Average 6.6.
SEF SaS in the theme 'High Expectations' improves from Sustaining and Growing to Excelling and is sustainably maintained at that level.	SEF SaS in the theme 'High Expectations' was maintained at Sustaining and Growing.
Most teaching staff and some support staff have attended the Connecting to Country professional learning course.	Due to the COVID restrictions, the Connecting to Country course was not available during 2022. Therefore, additional staff were unable to complete this valued cultural competency training.
TTFM Aboriginal student data in the	'I feel good about my culture when I am at school' - 2022 Results 100% of

<p>area of 'I feel good about my culture when I am at school' and 'My teachers have a good understanding of my culture' demonstrates improvement from 2021 results.</p>	<p>students in the Agree and Strongly Agree categories consistent with 2021 results (also 100%).</p> <p>'My teachers have a good understanding of my culture' - 2022 Results 77% of students in the Agree and Strongly Agree categories consistent with 2021 results (82%). An improvement was noted from the remaining 23% of scores.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$53,233.00</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"> • Personalised Learning and Personalised Support <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 <p>The allocation of this funding has resulted in the following impact: IFS Funding allowed an SLSO to be employed in the support of students with additional learning needs. This 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 will be: Continue as funding allows.</p>
<p>Socio-economic background</p> <p>\$139,296.66</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 • School and Home Collaborative Partnerships • Personalised Learning and Personalised Support • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employ Assistant Principal - Transition Support across the CCGPS to identify and support students with additional needs to transition to school. • employment of additional staff to support transition to school program implementation. • staff release to increase community engagement and school to home partnerships • employment of external providers to support students with additional learning needs • Implemented Language Legends Speech Therapy Tier 3 Intervention Program. <p>The allocation of this funding has resulted in the following impact: Early identification of students requiring additional support during the transition to school process, including support class placement resulted in most students entering Kindergarten in an appropriate setting and with the appropriate support. SLSO engaged in school promotion using films and social media has developed an improved awareness of school events and achievements, contributing towards high levels TTFM Parent Survey results. Additional above allocation staffing supporting identified students with additional learning needs. Language Legends Speech Therapy program provided 1-1 and small group intervention to support the speech and language development of identified students. School / Home Partnerships role successful ,however often interrupted due to the prioritisation of need towards students.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Socio-economic background</p> <p>\$139,296.66</p>	<p>Continue AP Transition Support through CCGPS. Continue film production and social media presence to engage families in the schools operations and achievements. Continue additional staffing to support students as funding permits. Language Legends Speech Therapy program will be continued in 2023. School / Home Partnerships role continued in a lesser fashion in 2023.</p>
<p>Aboriginal background</p> <p>\$17,269.05</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 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"> • Aboriginal Education initiatives and resources • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • continued recognition of Aboriginal culture within the school grounds with the 'Aboriginal Garden'. <p>The allocation of this funding has resulted in the following impact: Aboriginal programs supported the achievement of improved results. Student support allowed a student to have a successful integration program, prior to placement in another support class.</p> <p>After evaluation, the next steps to support our students will be: Continue to implement and expand Aboriginal programs. Student support program ceased when the student enrolled elsewhere. It is expected that opportunities for staff to complete the Connecting to Country course will become available again in 2023, and staff attendance at this P/L will be prioritised.</p>
<p>Low level adjustment for disability</p> <p>\$80,787.67</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 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Staffing in dedicated LaST role identified students with additional learning needs and accessed additional funding and resources to support their learning. Language Legends Speech Therapy program provided 1-1 and small group intervention to support the speech and language development of identified students.</p>

<p>Low level adjustment for disability</p> <p>\$80,787.67</p>	<p>After evaluation, the next steps to support our students will be: Continue additional LaST staffing to support students as funding and staffing permits. Continue to develop these skills across a wider range of staff. Language Legends Speech Therapy program will be continued in 2023.</p>
<p>Location</p> <p>\$4,001.91</p>	<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 • Teacher and Parent Collaborative Partnerships <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • 6 x SLSO days for attendance letters strategy. • Purchase of SeeSaw licence. <p>The allocation of this funding has resulted in the following impact: Attendance letters contributed towards the above State average attendance results for 2022. SeeSaw embedded as a Parent / Teacher communication tool.</p> <p>After evaluation, the next steps to support our students will be: Continue attendance letters. Continue use of the SeeSaw App and engage a staff member in leadership of it's implementation.</p>
<p>Professional learning</p> <p>\$13,840.35</p>	<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"> • Created and delivered a professional learning program targeting the implementation of high impact pedagogy to target identified areas of student need. • Staff release to engage in professional learning programs and mentoring programs. <p>The allocation of this funding has resulted in the following impact: Establishment of clear professional learning goals and directions for the year. Effective implementation of a HIPL model, targeting relevant outcomes in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Revise and amend P/L directions according to staffing changes and student data requirements. Enhance professional learning evaluation practices.</p>
<p>QTSS release</p> <p>\$22,179.75</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

<p>QTSS release</p> <p>\$22,179.75</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds style observation model to strengthen quality teaching practices • staffing release to collaborate and align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Collaborative approach to P/L implementation and delivery is embedded, along with practical support to implement pedagogical approaches into the classroom. Teacher lesson observations and feedback model has been successfully trialled. TTFM Teacher Survey Scores in 'Collaboration' remained high, however are still below State average.</p> <p>After evaluation, the next steps to support our students will be: Continue collaborative approach to professional learning and implementation through data meetings, lesson observation and team teaching. Formalise lessons observation into Quality Teaching Rounds.</p>
<p>COVID ILSP</p> <p>\$87,320.00</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 2022.</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"> • employment of teacher to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: The COVID ILSP program has supported students who were identified as having additional learning needs to close the gap with their peers in various targeted small tuition groups across the school.</p> <p>After evaluation, the next steps to support our students will be: Continue COVID ILSP as funding permits.</p>
<p>Per capita</p> <p>\$29,816.19</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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 • Teacher and Parent Collaborative Partnerships • Personalised Learning and Personalised Support <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Professional learning to develop staff familiarisation with the new curriculum. • Participation in the Accelerated Adopter program, trialling the implementation of the new K-2 syllabus and writing units of work for the new syllabus. • Additional external psychology services that support the school counsellor to meet the volume of referrals and keep wait-lists within a reasonable time-frame. • Staff release for parent teacher interviews. <p>The allocation of this funding has resulted in the following impact:</p>

<p>Per capita</p> <p>\$29,816.19</p>	<p>All staff engaged with the new syllabus. Participation in the Accelerated Adopter program supported a Year 1 teacher to develop additional skills and knowledge with the new syllabus which was valuable when preparing K-2 staff for curriculum implementation in 2023. Year 3-6 staff will engage further with the new syllabus in 2023 in preparation for implementation in 2024.</p> <p>External psychology assessment services have allowed the school to access support for students demonstrating high level needs that they would not have otherwise been able to access within a timely fashion.</p> <p>After evaluation, the next steps to support our students will be: Support K-2 staff with curriculum implementation in 2023 and support 3-6 staff to engage further with the new syllabus in 2023 in preparation for implementation in 2024.</p> <p>Continue to make use of external psychology services if and when required to support students and families to access diagnostic assessment and support.</p> <p>Funded release for parent teacher interviews supporting collaborative partnerships are continued in Term 1, Term 3 and as required by individual parents and staff.</p>
<p>AP Curriculum & Instruction</p> <p>\$150,571.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Professional Learning in High Impact Pedagogy <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employ Assistant Principal, Curriculum and Instruction as per the role description and relevant recruitment processes. <p>The allocation of this funding has resulted in the following impact: Assistant Principal, Curriculum and Instruction was successfully recruited and commenced 28th January, 2022.</p> <p>After evaluation, the next steps to support our students will be: Continue to support the Assistant Principal, Curriculum and Instruction to deliver high quality professional learning and team teaching to continually improve teacher performance.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	64	67	67	61
Girls	59	58	51	47

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.5	93.8	93.8	84.6
1	95.7	95.2	93.1	88.2
2	91.5	94.9	93.2	88.0
3	92.8	95.2	95.2	88.4
4	91.9	91.6	93.3	88.6
5	91.6	91.4	93.7	89.5
6	89.3	91.7	93.1	86.2
All Years	92.1	93.3	93.6	87.7
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	2
Classroom Teacher(s)	4.7
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	1.61

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	39,354
Revenue	1,954,413
Appropriation	1,901,062
Sale of Goods and Services	508
Grants and contributions	52,219
Investment income	624
Expenses	-1,963,361
Employee related	-1,675,489
Operating expenses	-287,872
Surplus / deficit for the year	-8,948
Closing Balance	30,406

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	39,309
Equity Total	237,353
Equity - Aboriginal	17,269
Equity - Socio-economic	139,297
Equity - Language	0
Equity - Disability	80,788
Base Total	1,103,577
Base - Per Capita	29,816
Base - Location	4,002
Base - Other	1,069,758
Other Total	282,197
Grand Total	1,662,436

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: 13 people completed the parent Tell Them From Me Survey in 2022. 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. Improvements were noted to parents feeling informed about their child's social and emotional development.
- We saw a decline to 'parents support learning at home', with parents reporting that they were less likely to 'talk about how important schoolwork is' and 'talk with your child about 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 behaviour and safety at school.

Future Improvements:

- Over the next 12 months, 'resources', 'parent / community involvement' and 'grounds, gardens and buildings' were the most common areas parents would like to see school improvements (changed from 'events', 'student wellbeing' and 'technology use').
- The school will promote the importance of school and attendance at school.
- We will review and improve our approach to student behaviour and wellbeing with the implementation of the Inclusive and Engaging schools policy.

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

- Positive Sense of Belonging Improved significantly from 2021 where scores were unusually low due to the impacts of COVID, and are now back to pre-COVID levels, indicating students once again felt accepted and valued by their peers and by others at their school. 80% Girls / 65 % Boys / 81% Overall (81% State Average)
- Positive Behaviour at School was consistent: Students that do not get in trouble at school for disruptive or inappropriate behaviour. 93% Girls / 79 % Boys / 91% Overall (83% State Average)
- School Pride: 80% of students either agreed or strongly agreed that they were proud of their school.
- Victims of Bullying 26% (36% State Average)
- Advocacy at School 8.4 (State Average 7.7)

Overall, student happiness in most measures was strong and a general improvement was noted from 2021 levels which were low and attributed to COVID restrictions. The happiness and well-being of students was closely monitored to ensure the result returned to, or exceed, their 'pre COVID' levels this year.

Teacher: All teaching staff completed the Teacher Tell Them From Me Survey in 2022. A summary of the results is as follows.

2018-2022 TTFM Staff Survey Results

- Leadership (7.4, 7.6, 7.6, 7.3, 7.7) State Av 7.1
- Collaboration (7.6, 6.6, 7.7, 7.5, 7.1) State Av. 7.8
- Learning Culture (8.0, 8.2, 8.3, 8.5, 7.7) State Av 8.0
- Data Informs Practice (7.7, 7.4, 7.5, 7.9, 7.3) State Av 7.8
- Teaching Strategies (8.0, 7.8, 8.3, 8.2, 7.7) State Av 7.9
- Technology (5.2, 6.4, 6.2, 6.5, 6.5) State Av 6.7
- Inclusive School (8.1, 8.2, 8.4, 8.7, 7.7) State Av 8.2
- Parent Involvement (6.2, 6.4, 6.6, 5.8, 6.5) State Av 6.8
- Challenging and Visible Goals (7.5, 7.2, 7.5, 7.5, 7.3) State Av 7.5
- Planned Learning Opportunities (7.6, 7.6, 7.6, 7.8, 7.4) State Av 7.6
- Quality Feedback (6.8, 6.8, 7.3, 7.2, 6.9) State Av 7.3
- Overcoming Obstacles to Learning (7.5, 7.7 , 8.0, 7.7, 7.6) Av 7.7

TTFM Teacher Survey indicated an improvement or maintenance of prior levels in the domains of 'Leadership', 'Parent Involvement', 'Technology', 'Challenging and Visible Learning Goals' and 'Overcoming Obstacles to Learning'. The most significant decline was in the domain of 'Inclusive School', where supporting low-performing students to plan their assignments is an area with opportunity for growth.

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.