

2022 Annual Report

Ettalong Public School



1864

Introduction

The Annual Report for 2022 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

Ettalong Public School

Karingi St

Ettalong Beach, 2257

<https://ettalong-p.schools.nsw.gov.au>

ettalong-p.school@det.nsw.edu.au

4341 3550

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 512 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 10.1% 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. 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. 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	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

Socio-economic background: \$354,428.90

Literacy and numeracy: \$13,045.48

Aboriginal background: \$47,762.00

Summary of progress

In 2022, Ettalong Public School's focus was on personalised learning and data driven practices. These initiatives were supported by the formation of 2 Aspire classes with mandatory goals in reading and numeracy. Formation of small tuition groups using COVID ILSP funding further supported student growth and attainment. 100% of our staff undertook professional learning in new curriculum reforms. Our Aboriginal and Torres Strait Islander students had individualised personal, social, academic and cultural goals set. Literacy programs such as Soundwaves, 7 Steps, TEEEC and Reading Eggs were embedded across stages to enhance reading and writing.

These activities were supported by quality processes. Data analysis was undertaken twice a term to drive teaching and learning. This was conducted in stage meetings where internal and external data was interrogated and actions developed for the next teaching and learning cycle. Lesson observations were engaged in to ensure the quality delivery and explicit teaching of our literacy and numeracy initiatives. Collaborations involved, regular and scheduled whole school planning days with consistent agendas to drive school improvement. Authentic collaborative processes were used where the school scheduled meetings with a wide range of stakeholders to drive individual Aboriginal student goals and learning and develop implications for future directions.

Our quality activities and processes have resulted in a regular and consistent review of data which accurately drives teaching and learning across the whole school. Student assessment is reflective of teaching effectiveness and provides personalised teaching and learning experiences for all students. Teachers provide all students with clear instructions and expectations of learning with regular explicit feedback to drive improvement.

Next year we will have a deep focus on the teaching of fluency in reading to ensure student improvement. Data talks will be embedded across the whole school with scheduled data days to inform the teaching and learning cycle.

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
Achievement of 2022 system negotiated targets with an uplift of at least 8% in the top two bands in NAPLAN Reading to meet Premier's targets.	The school achieved 28% of students in the top two bands NAPLAN in reading - this is 2% above our baseline and requires a 6% uplift to meet the Premier's targets of 34%.
Achievement of 2022 system negotiated targets with an uplift of at least 8% in the top two bands of NAPLAN Numeracy to meet Premier's	The school achieved 16% of students in the top two bands NAPLAN in numeracy and requires a further uplift of 14% to meet system negotiated targets of 30%.

targets.	
Increase the number of Aboriginal students achieving in the top three bands in Reading by at least 6% and in Numeracy by at least 6% to be above the system negotiated target baseline.	<p>The school achieved 37% of Aboriginal students in the top three bands NAPLAN in reading and this is 2% above our baseline and requires a further uplift of 6% uplift to meet the Premier's targets of 44%.</p> <p>The school achieved 35% of Aboriginal students in the top three bands NAPLAN in numeracy which is an uplift of 14% and requires a further uplift of 5% to meet system negotiated targets of 39%.</p>
Increase of 4.9% in the number of students achieving expected growth in Reading towards the lower bound target of 68.1%.	Expected growth in NAPLAN reading was unavailable for 2022
Increase of 6.1% in the number of students achieving expected growth in Numeracy towards the lower bound target of 59.9%.	Expected growth in NAPLAN numeracy was unavailable for 2022

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: \$40,398.95

Socio-economic background: \$10,889.19

QTSS release: \$116,644.82

Summary of progress

In 2022, Ettalong Public School's focus was on ensuring all teaching staff had professional learning goals that align with the strategic directions from the School Improvement Plan and the Australian Professional Teaching Standards to ensure that every student was delivered explicit, quality teaching. 100% of our staff undertook the process of forming their goals and then evaluating them in response to the data collated from their students' results. Professional learning was delivered by staff and external experts in various curriculum areas to ensure that all practice is current and evidenced-based. These activities were supported by quality processes. This was conducted in stage meetings where internal and external data was interrogated and actions developed for the next teaching and learning cycle and in individual meetings held with members of the executive team. Authentic collaborative processes were used where the school scheduled meetings.

Our quality activities and processes have resulted in a regular and consistent review of data which accurately drives teaching and learning across the whole school. Student assessment is reflective of teaching effectiveness and provides personalised teaching and learning experiences for all students. Teachers provide all students with clear instructions and expectations of learning with regular explicit feedback to drive improvement.

Next year we will have a deep focus on the evaluation of the HIPL - High Impact Professional Learning and ensure that staff are given opportunities to use this document to evaluate their own professional learning goals.

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
Implement a whole school approach to professional learning (that is linked to the SEF's Professional Learning element in delivering) to support staff in providing quality teaching and learning experiences driven by data.	A whole school approach to professional learning, that is linked to Strategic Directions and the Australian Professional Teaching Standards has been implemented with 100% of PDPs completed in this way.
SEF's Teaching element of Data Skills and Use is validated at Delivering or above, with some themes at Sustaining and Growing.	After whole school evaluation and evidence provided from each stage team, the SEF's Teaching element of Data Skills and Use has been validated at Delivering with some themes of Data use in Planning and Data literacy at Sustaining and Growing.
Maintain or exceed Delivering in the High Impact Professional Learning checklist themes 4.1 (Establish link	In 2023 all teaching staff will have a deeper focus on the HIPL with the view of evaluation and the link between this document and the School Excellence Framework.

between professional learning and individual development) and 4.2 (Establish link between professional learning and continuous school improvement).

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

Summary of progress

The focus for this Strategic Direction was Wellbeing and Strengthening Relationships.

Attendance was a focal point across the school. The school formed an Attendance Team and completed three of the five Everyday Counts- Attendance workshops. The remaining two workshops will be completed in T1 2023. Communication of this focal point was undertaken via Homenotes, posters around the school as well as on social media platforms of Facebook and Instagram. We saw an uplift in attendance rates for all students including Aboriginal students and students from Support Classes. Across Term 4 we saw a slow but steady increase of 3% in students attending 90% of the time.

100% of our 2022 teaching staff and permanently employed SLSOs undertook professional learning for the implementation of Zones of Regulation. This professional learning supported the evaluation of the implementation of the Positive Behaviour for Learning (PBL) approach, leading to consistent communication and a common language for increased understanding of values. The implementation has also ensured that students are being offered the same approach to their choices in all settings across the school.

Our quality activities and processes have resulted in a regular and consistent review of wellbeing data to ensure that all students are monitored and this is communicated with all stakeholders that interact with individuals.

Next year we will have a deep focus on attendance, reconnection and consistent positive behaviour.

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
An uplift in the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging in Wellbeing by 4% towards lower state bound targets.	The school used the TTFM surveys to analyse the effectiveness of the initiatives in achieving the purpose and achievement measures of the strategic direction. This analysis showed us an improvement overall in the Wellbeing and Advocacy at School Tell Them From Me (TTFM) survey has increased by 7.6% to 94%, indicating that our Aboriginal students feel supported at Ettalong PS.
Maintain focus on improvement in attaining Sustaining and Growing in the SEF Wellbeing Domain to include Individual Learning Needs.	The school has completed an evaluation of school-wide wellbeing approaches including but not limited to PBL, which is implemented across the school in all environments. In doing so, clearly defined behavioural expectations have been communicated. and a consistent approach to connect with students and for them to connect with others has been applied.
An increase in overall students attending 90% of the time by 7.8%.	Students attending 90% of the time has shown some improvement in term 4 when the school implemented the Attendance Matters/ approach, however, attendance will remain a target for 2023.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$130,441.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Due to the small number of integrated funded students, data is difficult to display, however we have seen an increase in positive behaviour for the majority of these students. Where they are displaying improved regulation of their emotions with the ability to resolve conflict more often. There has been an increase in engagement in classroom activities.</p> <p>After evaluation, the next steps to support our students will be: continuing with the model of SLSO assistance with the support of identified students.</p>
<p>Socio-economic background</p> <p>\$365,318.09</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>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 • Data Driven Practices • Data-driven practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Formation of 2 Aspire Classes with specialist teachers <p>The allocation of this funding has resulted in the following impact: 70% of students in the Stage 1 class were assessed at or above reading levels after entering the class below grade average in reading levels. 40% of students in the Stage 2 class were assessed at or above reading levels average reading levels in T4 2022. Stage Planning Days were held in each term. All teaching staff completed PL around new K-2 syllabuses on Stage Planning Days.</p> <p>After evaluation, the next steps to support our students will be: The formation of Aspire Classes will continue in 2023 with continued consultation with staff and families of students to ensure placement is carefully considered. PLPs will be reviewed in early 2023 to ensure the inclusion of review opportunities so as to ensure parent participation in goal setting and evaluation. The Aboriginal team are planning Yarn Up opportunities in early 2023. Stage Planning Days will be replaced in 2023 with two Data Days per term with increased focus on assessment.</p>
<p>Aboriginal background</p> <p>\$53,118.59</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</p>

<p>Aboriginal background</p> <p>\$53,118.59</p>	<p>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"> • Personalised Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: 100% of Aboriginal students were engaged and completed academic and social goals in PLPs and 82% of Aboriginal students were acknowledged for achieving their PLP goals at the Koorana AECG Deadly Awards. Aboriginal students were given the opportunity to participate in the Brisbane Water Learning Community Cultural Continuum which is supported by the Koorana AECG and our AEO. Aboriginal students who are entering school in kindergarten in 2023 participated in the Young Black and Ready for School program. Our AEO has been working to develop cultural perspectives for all students. TTFM survey analysis in Wellbeing and Advocacy at School has increased by 7.6% to 94%, indicating that our Aboriginal students feel supported at EPS.</p> <p>After evaluation, the next steps to support our students will be: to continue to engage with our AEO throughout 2023. For our AEO to facilitate further community engagement opportunities including Yarn Ups.</p>
<p>English language proficiency</p> <p>\$25,666.17</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>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 equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: Due to the small number of English language proficiency students, data is difficult to display. Our existing students have made significant progress against the EAL/D scales however we have recently enrolled New Arrival students which will require intensive support.</p> <p>After evaluation, the next steps to support our students will be: to continue to employ a teacher who is skilled in providing support for EAL/D students and who can provide professional learning to staff around the EAL/D scales. This will ensure progression for students and build confidence in class teachers.</p>
<p>Low level adjustment for disability</p> <p>\$237,442.42</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>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>Low level adjustment for disability</p> <p>\$237,442.42</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Students (K-6) were supported in literacy and/or numeracy by LASTs. 180 students were entered into NCCD with consultation with staff and parents. LASTs worked alongside class teachers to support students in classrooms via small group interventions and assessments were implemented such as the Y1 Phonics Screener with results being entered onto ALAN or Plan 2 to ensure easy access for all teaching staff. This resulted in feedback on student progress being readily available for families and the Learning Support Team.</p> <p>After evaluation, the next steps to support our students will be: to evaluate the programs implemented throughout 2022 to ensure effectiveness and to align support in 2023 with new K-2 syllabus. Decodables and explicit teaching strategies from the new Literacy syllabus will be implemented in S2 and S3 for students requiring LAST support.</p>
<p>Professional learning</p> <p>\$40,398.95</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 Ettalong 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"> • Data-driven practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging casual staff to provide current staff with time to complete professional learning and to collaborate during planning days. <p>The allocation of this funding has resulted in the following impact: 100% of teaching staff have confidently and collectively completed PL on the What Works Best Policy and the HIPL which has impacted teaching practice and the evaluation of PL. The increased collective efficacy for staff has been driving the implementation of effective and evaluated teaching and learning cycles.</p> <p>After evaluation, the next steps to support our students will be: Continued evaluation of PL including the use of the HIPL self assessment tool will be undertaken throughout 2023. Next year will also see the regular implementation of strategies such as exit slips after PL. Data Days twice termly are planned for 2023 to link teaching and learning sprints, further PL on new reforms and opportunities for teaching staff to collaborate on assessment and reporting.</p>
<p>Literacy and numeracy</p> <p>\$13,045.48</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>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 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in the following impact:</p>

<p>Literacy and numeracy</p> <p>\$13,045.48</p>	<p>staff have completed PLSPs to support students and these have been communicated to families. Students with communicated PLSPs were be given access to online programs such as Reading Eggs. Assessments such as PAT and Soundwaves have been implemented across K-6 and these assessments have lead to increased internal data to support teachers being consistent throughout the reporting process.</p> <p>After evaluation, the next steps to support our students will be: to implement the IfSR (the Interview for Student Reasoning - Number and place value) assessment across all classrooms, after developing iFSR kits for each classroom to streamline assessments. Staff will utilise PLAN2 and ALAN.</p>
<p>QTSS release</p> <p>\$233,289.64</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>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"> • Collaborative practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: 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 and planning for PL with increased focus on new reforms. 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, the Australian Teaching Standards and the new reforms.</p> <p>After evaluation, the next steps to support our students will be: to conference with all stakeholders with the view of continuing the QTSS model implemented in 2022.</p>
<p>Literacy and numeracy intervention</p> <p>\$96,533.64</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in the following impact: This funding has supported the implementation of the Aspire Classes which target students from S1 and S2 who are working just 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 18 for the S1 class and 20 for the S2</p>

<p>Literacy and numeracy intervention</p> <p>\$96,533.64</p>	<p>class.</p> <p>After evaluation, the next steps to support our students will be: to support our students with this funding via the continued Aspire class formation. The model of support will continue with more evaluation. The formation of the classes in 2023 will be around those students who are identified as having potential to achieve beyond stage outcomes.</p>
<p>COVID ILSP</p> <p>\$320,936.00</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 teachers/educators to deliver small group tuition • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: the formation of small group tuition across K-6 that has catered for students in either literacy and/or numeracy. The groups were formed after assessments were completed and then programs were designed to meet students at their point of need. Some programs were implemented by SLSOs but written and designed by COVID ILSP teachers. Post assessments were completed and the results from the Covid ILSP tuition groups were entered onto ALAN and PLAN2. All assessments were also communicated to class teachers and families with support being offered in report writing. All participating students benefited from the interventions provided.</p> <p>After evaluation, the next steps to support our students will be: to continue the Covid ILSP small group tuition pending funding. Tutors will continue to participate in the specific COVID ILSP PL provided, modify any assessments and continue to record student outcomes through ALAN and the progressions. The groups will continue to support students in mainstream classes in years K-6 and across numeracy and/or literacy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	288	282	284	277
Girls	239	253	252	239

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.9	91.7	93.4	87.9
1	91.7	91.3	90.4	87.2
2	91.7	91.3	92.0	85.6
3	91.0	91.3	91.2	87.0
4	91.7	90.7	89.5	88.0
5	91.0	89.6	88.6	82.0
6	90.6	91.6	90.9	83.0
All Years	91.4	91.1	90.9	85.7
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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	22.89
Literacy and Numeracy Intervent	0.84
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Administration and Support Staff	7.96

*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	886,347
Revenue	6,418,480
Appropriation	6,254,305
Sale of Goods and Services	17,747
Grants and contributions	139,076
Investment income	7,152
Other revenue	200
Expenses	-6,604,553
Employee related	-5,961,437
Operating expenses	-643,116
Surplus / deficit for the year	-186,073
Closing Balance	700,273

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	130,441
Equity Total	681,545
Equity - Aboriginal	53,119
Equity - Socio-economic	365,318
Equity - Language	25,666
Equity - Disability	237,442
Base Total	4,524,591
Base - Per Capita	141,955
Base - Location	0
Base - Other	4,382,636
Other Total	505,782
Grand Total	5,842,360

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 / caregivers

40 parents from across the school completed a mix of surveys which covered a range of school operations; including overall satisfaction, communication, inclusiveness and safety.

- * 73% of parents feel that their children are clear about rules for behaviour.
- * 80% of parents feel that the school's administrative staff are helpful.
- * 80% articulated that student reports are clear and communicated well.
- * 73% of parents feel that formal interviews are the most useful type of communication with their child's teacher.

Students

164 students in Years 4 to 6 provided the school with feedback through the Tell Them From Me online surveys conducted in Terms 1 and 4, 2022.

- * 94% of students (compared to the NSW Government norm of 70%) indicated they felt advocacy at school.
- * 94% of students articulated that they felt that they had expectations for success.
- * Only 33% of our students identify as being a victim of bullying compared to the NSW norm of 36%.
- * 73% of our Aboriginal students feel good about their when they are at school and 63% of our Aboriginal students feel that teachers have a good understanding of their culture.
- * While 62% of students felt pride in our school.

Teachers

21 teachers from Ettalong Public School completed the Tell Them For Me staff surveys.

Our results indicate high levels of collaboration. In relation to the 8 drivers for student learning, the survey converted the results to a 10 point scale (with 0 indicates a strong disagreement, 5 a neutral position and 10 indicating a strong agreement).

Our school means were above or equal to NSW state average: * School leadership 7.2 (NSW GOVT norm 7.1) * Collaboration 7.8 (NSW GOVT norm 7.8) * Inclusive School - establishing clear expectations for behaviour in classrooms 8.9 (NSW GOVT norm 8.2)

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.