

2022 Annual Report

Ellison Public School



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Introduction

The Annual Report for 2022 is provided to the community of Ellison Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

At Ellison Public School we strive to develop a positive educational culture that enables all students to become co-operative, achieving, responsible, engaged (CARE) and resilient learners.

This will be supported by strong community engagement, high expectations and data-driven, evidence-based practices.

School context

Ellison Public School is a P1 primary school of 298 students (3% Aboriginal & Torres Strait Islander students) situated between the villages of Springwood and Winmalee in the Blue Mountains of NSW. The school was opened in 1986 and quickly established its strong reputation within the community and beyond.

Ellison has a strong tradition of excellence in the performing arts and sport. The dedication, enthusiasm and talent of students and their teachers is evident throughout the school. Opportunities to develop skills across the stages are supported through band, violin, recorder, ukulele, dance, choir and public speaking. In sport, students have many opportunities to represent the school in a range of sports such as swimming, athletics, cross country, netball, soccer, touch football and cricket. Ellison Public School and nine other local public schools also combined to develop and host the third 'Film By The Eucalypts' short film festival in 2020 and this initiative has become part of the school culture.

Student welfare is central to all aspects of school activity at Ellison. Ellison is a (Positive Behaviour for Learning) PBL school and students learn and understand their rights and responsibilities, and are engaged in a variety of programs which aim to improve student welfare and wellbeing.

The school is well supported by an active Parents and Citizens Association, which meets monthly. Members of the P&C represent the parent body on committees and panels for advertised positions, working closely with staff in a range of activities.

The school is a proud member of the Mid Mountains Learning Community, working closely with neighbouring schools to enhance opportunity and outcomes for student bodies that are in many ways similar. This plan was developed collaboratively with the learning community, as have many other beneficial activities. The Community of six schools has developed and will participate in the Mid Mountains Mathematical Comprehension project to further enhance the quality of teaching and learning in numeracy with a focus on mathematical comprehension and vocabulary and to develop stronger partnerships and collaboration.

Through our situational analysis, we have identified a need to use data driven, quality teaching practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Additionally we seek to improve K-2 Growth from Working Towards Delivering to Sustaining and Growing. Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools. School services will be utilised to build understanding on how to do this successfully and the instructional leader will lead much of this work in the school. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures are put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success. The school will regularly solicit and address feedback on school performance from students, staff, parents and the broader school community and encourage higher parent expectations regarding academic achievement.

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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
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

At Ellison Public School, to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine quality teaching practices that are responsive to the learning needs of 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.

- Mathematics
- Literacy

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$36,200.00

Professional learning: \$15,000.00

Summary of progress

In 2022, staff engaged in high impact professional learning designed to build and consolidate their knowledge and skills in explicit teaching, with an emphasis on the practice of teaching reading. Teams of teachers collaborated on the design and implementation of differentiated units of work in English that embedded explicit teaching and included learning intentions and success criteria to support student achievement in reading and writing. All staff are beginning to demonstrate a consistent understanding of best practice in the explicit teaching of reading and this is evidenced in programs and through observations. Further, Data Walls were established to identify trends and the where to next to facilitate improved student outcomes. In 2023, professional learning will consolidate explicit teaching in reading and writing, with a shift towards the effective use of data and formative assessment practices.

Mathematical comprehension was a strong focus in 2022 and will continue in 2023 as staff at Ellison remain actively engaged in the Mid Mountains community of schools mathematics comprehension project. Staff attended professional learning sessions that evaluated (through surveys) and gauged teacher understanding of mathematical comprehension and how to effectively build student understanding in this area. Following this, staff attended differentiated professional learning sessions centered on sharing effective teaching strategies to be embedded across stages, in the aim of enhancing students' mathematical comprehension. To further build on this work, in 2023, team members will meet to analyse check-in assessment data to identify and guide future teacher professional learning content and work in collaboration with like schools.

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
A minimum of 38.5% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy.	2022 NAPLAN data indicates 32.5% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, falling below the target baseline by 6% .
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be between the system negotiated baseline and lower bound target range.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
A minimum of 60.4% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading.	2022 NAPLAN data indicates 54.44% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however improved from the 2021 result by 1.74%.
Increase the percentage of students achieving expected growth in NAPLAN	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

<p>reading to be between the system negotiated baseline and lower bound target range.</p>	
<p>Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading to be above the schools lower bound system-negotiated target.</p>	<p>In 2022, 100% of Year 3 and Year 5 Aboriginal students achieved in the top 3 bands for reading. This exceeded the school lower bound system-negotiated target.</p>
<p>Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in numeracy to be above the schools lower bound system-negotiated target.</p>	<p>In 2022, 66.66% of students achieved in the top 3 bands for Year 3 and Year 5 numeracy. This exceeded the lower bound system-negotiated target for numeracy.</p>

Strategic Direction 2: Data-driven Teaching and Learning

Purpose

At Ellison Public school, to gather, use and analyse data to inform collective decisions about teaching and learning ,all teachers will have a sound understanding of student assessment and data concepts and collaboratively use this to inform planning, identify interventions and modify teaching practice. Student learning goals will be developed based on internal and external student progress and achievement data.

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 to inform teaching and learning
- Data Skills and Use

Resources allocated to this strategic direction

Literacy and numeracy: \$8,735.00

Socio-economic background: \$8,000.00

Professional learning: \$2,200.00

Summary of progress

In 2022, a number of staff were engaged in high impact professional learning that focused on builder teacher capacity in the effective use and analysis of data to drive teaching and learning. A team of teachers attended 'Data Walls' PL across the year, enabling sharing and collaboration among a number of Blue Mountains schools. As a result of this PL, the team established and have maintained a K-6 data wall that tracks students progress in literacy (phonic knowledge and understanding texts) and is aligned to Literacy progressions. Staff meet at check in points and update / discuss the data and identify future directions. In 2023, there will be an ongoing focus on continually building staff capacity to effectively use data to inform teaching and learning.

In addition to the Data Walls Team, a small team of teachers attended PL delivered by Dr Selina Fisk, which focused on leading data-informed change in schools. This PL provided the team with an opportunity to deeply investigate check-in assessment data and design teaching sprints to target identified areas of need. This was successful in the COVID ILSP intervention and in the classrooms. In 2023, a continued focus on data analysis will inform the learning support programs and interventions, along with informing targeted teaching in the classroom environment.

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
School self-assessment of the theme "Data Literacy" indicates improvement from working towards Delivering to Sustaining and Growing. Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.	<p>In working towards improvement (from delivering to sustaining and growing) of the theme 'Data Literacy' in the School Excellence Framework, K - 6 staff have engaged in a number of professional learning sessions and projects to build staff capacity in the analysis, interpretation and use of student progress and achievement data.</p> <p>A team of teachers formed a Data Walls team who attended professional learning sessions across the year. The sessions focused on building teacher capacity in the effective use of data to inform teaching. As part of the ongoing work in data literacy, the team established a data wall that tracks K-6 student progress in literacy. In 2023, this will be a continued area of focus for all staff.</p> <p>Members of the Executive team attended professional learning delivered by Dr Selina Fisk and the Director Educational Leadership across the Blue Mountains, Hawkesbury and Windsor schools. The professional learning sessions provided a platform for collaboration across a network of schools and enabled time for teams to participate in deep data interrogation,</p>

<p>School self-assessment of the theme "Data Literacy" indicates improvement from working towards Delivering to Sustaining and Growing. Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.</p>	<p>whereby trends were identified and the design of teaching sprints was created to support future teaching directions.</p>
<p>100% of K - 2 teachers effectively use InitialLit data to inform teaching and learning programs. Resulting in differentiated and targeted teaching to meet student needs in reading.</p>	<p>All K -2 classes have implemented the evidence-informed program Initialit, a whole class literacy program which provides essential core knowledge and strong foundations to become successful readers and writers. All K-2 staff completed the scheduled assessments and embedded assessments as part of the teaching and learning cycle. Once a term, a cumulative review is conducted to inform targeted teaching and ensure that student learning needs are being identified and addressed in forthcoming lessons. Teachers worked within their stage teams during stage planning days and stage meetings to discuss and monitor data. In 2023 as new staff join the K-2 Team professional learning will be ongoing in the effective delivery of Initialit, along with enhancing data analysis practices across the K-2 team, through moderation and collaborative planning.</p>
<p>Teachers will use consistent assessment tools across K-6 in numeracy including pre and post testing.</p>	<p>Stage 2 and Stage 3 teams of teachers worked in collaboration with the Mathematics Instructional Leader to engage in data analysis and develop a range of appropriate scheduled assessments. Our instructional leader role was not maintained throughout the year which has impacted on our achievement of this goal. Some NSW Department of Education developed assessment tasks were trialed, across 3 - 6 to enable the collection of a wider data set, and to inform the refinement of an assessment schedule. In 2023, with the introduction of our Assistant Principal Curriculum and Instruction, this work will continue. Further work in evaluating the assessments currently used and the effective triangulation of data will continue to ensure that assessments are purposeful.</p>
<p>The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses the results with the whole staff in numeracy.</p>	<p>The leadership team placed a focus on NAPLAN numeracy and literacy data. Regular executive meetings were held to discuss the data and to drive future directions. Whole school discussions of the NAPLAN results were held.</p> <p>This work will be ongoing as we continue to work toward attainment of this target for 2025.</p>

Strategic Direction 3: Engagement and Wellbeing of Whole School Community

Purpose

At Ellison Public School we will develop within the whole school community, aspirational expectations of learning progress and achievement. Evidence-based practices will result in measurable improvements in wellbeing and engagement to support learning. Positive, respectful relationships among students, staff and parents will promote wellbeing to ensure optimum conditions for student learning across 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.

- Attendance
- Wellbeing and Engagement

Resources allocated to this strategic direction

Socio-economic background: \$4,500.00

Professional learning: \$1,100.00

Summary of progress

In 2022 the school made significant improvements to their attendance rates as there was a review of the school procedures regarding attendance, along with promoting high expectations to the community related to school attendance. This was particularly challenging with COVID still being present in the community, however, the percentage of students attending 90% or more of the time, nearly doubled from Term 1 to Term 4. In 2023, there will continue to be a targeted and strategic approach to monitoring student attendance across the school as we strive towards achieving 90% or more of students attending school 90% or more of the time. The easing of COVID restrictions enabled the community to come into the school grounds and participate in many school events, leading to increased community engagement and wellbeing. As a school, we received positive feedback in relation to community satisfaction about the school and this has provided essential data to drive future directions in ensuring strong relationships are built and maintained between the home and school. In 2023, embedding opportunities for student voice will be a priority, in the aim of continuing to improve the percentage of students' positive sense of belonging.

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
A minimum of 90% of students attending school 90% of the time or more.	The attendance data at the start of 2022 was well below our school target and below other schools within the Blue Mountains network. In term 1, 39.66% of students were attending school 90% or more of the time. This led to the need to review and refine attendance procedures at the school, along with raising the importance of student attendance through high expectations and working in partnership with families to improve student attendance. In Term 4, 71.1% of students were attending school 90% or more of the time. Attendance will remain a focus area in 2023 as we continue to strive towards the target of a minimum of 90% of students attending school 90% of the time or more.
A minimum of 40% of students have at least one parent attending Parent / Teacher Interviews.	In 2022, 66% of students saw at least one parent attending the Parent / Teacher Interviews. A new booking system was introduced whereby parents booked interviews online for their selected day and time. Some bookings were unable to be attended by parents due to COVID isolation guidelines and these interviews were rescheduled with families for later in the year. In 2023, we will aim to increase the attendance rate from 66% and work towards a target of 80% or more.
The Teacher survey (TTFM) on	The Teacher survey (TTFM) on average score of leadership as one of the

<p>average score of leadership as one of the drivers of student learning increased from 5.6 to 6.1.</p>	<p>drivers of student learning increased from 5.6 to 5.8.</p>
<p>A minimum of 45% of teaching staff report an improved understanding of wellbeing and their role in supporting mentally healthy communities.</p>	<p>All staff engaged in 'BeYou' module training with a focus on resilience building. To increase staff wellbeing, a number of initiatives were implemented; including - staff shout outs, recognition morning teas. Staff, students and community wellbeing will continue to be a focus in 2023 with the introduction of The Resilience Project.</p>
<p>A minimum of 65% of students report a sense of belonging at Ellison Public School.</p>	<p>As indicated by the Tell Them From Me survey, 66.06% of students reported a positive sense of belonging. This saw an increase in comparison to 2021 data and was above the state average and statistically similar school groups.</p> <p>In 2023, there will continue to be a focus on building student sense of belonging through increased opportunities of student voice and advocacy.</p>
<p>A minimum of 51% of parents and community report increased satisfaction with the school and an understanding that family / school partnerships are essential to wellbeing and improved student outcomes. (School-negotiated target)</p>	<p>A school generated survey of 15 questions was sent out to the community in 2022 to gain baseline data on school satisfaction levels from the community. 40 responses were collected and were overwhelmingly positive, with the highest ranked element being 'I am proud of my child's school'. The lowest ranked element was the school's promotion of the uniform policy and this will be an area of continued focus in 2023 and beyond.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$291,967.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ellison 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) • consultation with external providers for the implementation of targeted strategies to support student learning in the classroom. (Eg. Occupational Therapists). • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: The allocation of IFS funding has enabled direct SLSO support for students to access individualised and differentiated learning who have additional and diverse needs. The funds have supported the implementation of specific programs for students which take the form of social, academic, emotional and behavioural programs. It has enabled the establishment of a HUB space which is utilised for students requiring a space for emotional regulation and the development of social skills support. Funding was allocated to enable the development of effective IEP's and release teachers to meet with student parent / carers and also liaise with external support providers. Funding was allocated to SLSO's to attend and support students on school camps and excursions.</p> <p>After evaluation, the next steps to support our students will be: To continue to deliver high quality support for students with diverse and additional needs through a strategic approach to ensure that all students have access to the curriculum and experience success in the educational setting.</p>
<p>Socio-economic background</p> <p>\$12,500.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ellison 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"> • Data to inform teaching and learning • Attendance • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Review conducted of current Attendance procedures across that school that identified the need to streamline the follow up process of absenteeism. Systems and structures were put in place through the school's Sentral platform that notified parents / carers of absentee notices and also allowed staff to document when phone calls were made home to families to follow up consecutive unexplained absences. • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support MInLit program implementation.

<p>Socio-economic background</p> <p>\$12,500.00</p>	<ul style="list-style-type: none"> • employment of additional staff to support numeracy program implementation. <p>The allocation of this funding has resulted in the following impact: Significant positive gains have been made in relation to student attendance. This is a result of reviewing policies and school based procedures in relation to following up attendance. Raising expectations of attendance across the community has also seen a positive shift in student attendance.</p> <p>The targeted approach to collecting and analysis of numeracy data has resulted in the development of a more responsive and dynamic teaching program for numeracy instruction.</p> <p>After evaluation, the next steps to support our students will be: Continued strategic approach and high expectations of students attending school every day. Further data analysis through the implementation of an attendance data wall. In 2023, the employment of an APCI will continue the work on data analysis to inform the delivery of dynamic and responsive teaching and learning programs in both literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$9,100.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ellison 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • creation of school literacy resources embedding local language • Teacher release time to work specifically with an Aboriginal Elder and the Aboriginal and Torres Strait Islander students to participate in a smoking ceremony, cultural activities and produce a personalised Acknowledgement of Country for Ellison PS. <p>The allocation of this funding has resulted in the following impact: Our Aboriginal and Torres Strait Islander students have demonstrated a greater sense of pride regarding their cultural background and were integral in raising the significance of having a focus on Aboriginal Education and the importance of this within the school community. The creation of the Ellison specific Acknowledgement of Country developed by the students was an incredibly humbling experience for the students.</p> <p>After evaluation, the next steps to support our students will be: In maintaining a focus on raising the significance of Aboriginal cultures and histories, as a school, there has been an increased commitment to fulfilling our responsibilities in ensuring our Aboriginal and Torres Strait Islander students feel culturally safe, valued and are supported to achieve expected educational outcomes. Introducing Dharug language and maintaining PLP's, along with working in collaboration with the AECG and our families will be at the forefront of the school Aboriginal Education Team for 2023.</p>
<p>Low level adjustment for disability</p> <p>\$80,444.70</p>	<p>Low level adjustment for disability equity loading provides support for students at Ellison 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>

<p>Low level adjustment for disability</p> <p>\$80,444.70</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"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention (MiniLit) to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: The allocation of low level adjustment for disability funding has resulted in a high support environment for identified students. The classroom teacher and LaST work together with SLSO's to best meet the needs of students who require additional curriculum and well-being support.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the implementation of evidence-based programs that have demonstrated growth in students' progress. Continue to analyse and respond to data that determines how students are supported in the classroom and ensure the strategic and effective use of this funding continues.</p>
<p>Professional learning</p> <p>\$38,300.00</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 Ellison 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"> • Literacy • Data to inform teaching and learning • Attendance • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Participation in Data Walls PL to build teacher capacity in the effective use of data collection and analysis • Construction of a data wall to track student progress in literacy. • Teacher release time to construct data wall. <p>PL delivered to staff regarding the data wall usage and student tracking systems.</p> <ul style="list-style-type: none"> • Teacher release to work in stage teams for collaborative planning. • Attendance Matters strategy - Whole staff PL in review of attendance procedures. <p>The allocation of this funding has resulted in the following impact: The allocation of PL funds has enabled a broad scope of capacity building for staff across a range of areas; including data informed teaching practices, Data collection and analysis, improved student attendance and developing more dynamic and responsive teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: In 2023, there will be a continued focus on building teacher capacity in data informed teaching and learning, designing and delivering dynamic and responsive teaching and learning to support growth in student outcomes. The targeted approach to driving up student attendance percentages will continue into 2023.</p>
<p>Literacy and numeracy</p> <p>\$8,735.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ellison 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</p>

<p>Literacy and numeracy</p> <p>\$8,735.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Data to inform teaching and learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • teacher release to engage staff in data analysis meetings. <p>The allocation of this funding has resulted in the following impact: Teachers have used data and moderating sessions to look at and analyse data sets to inform future teaching directions. This has resulted in a shift to shorter programming cycles in the aim of being more responsive to students' point of need.</p> <p>After evaluation, the next steps to support our students will be: Continuation of using data to inform future teaching and learning programs to ensure students have access to dynamic and differentiated teaching and learning in literacy and numeracy. Review and modification to a K - 6 assessment schedule.</p>
<p>QTSS release</p> <p>\$58,839.55</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ellison 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 initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to 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: The allocation of QTSS funding has enabled executive staff through the funding of additional release time, to work in classrooms with their stage teams. This has focused on building teacher capacity in the delivery of high quality literacy and numeracy teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: QTSS funding will continue to be used to support teachers to work shoulder to shoulder with their supervisors, building capacity in evidence informed and data informed teaching and learning experiences.</p>
<p>Literacy and numeracy intervention</p> <p>\$36,200.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ellison 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"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has enabled students to receive one-to-one</p>

<p>Literacy and numeracy intervention</p> <p>\$36,200.00</p>	<p>individualised support in the areas of literacy and numeracy through the employment of addition FTE for the LaST.</p> <p>After evaluation, the next steps to support our students will be: The additional funding of LaST will continue in 2023, due to the additional targeted approach the funding has enabled.</p>
<p>COVID ILSP</p> <p>\$49,166.00</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"> • providing targeted, explicit instruction for student groups in numeracy - [algebraic thinking and additive strategies] • providing targeted, explicit instruction for student groups in literacy - [phonics instruction] • employment of teachers/educators to deliver small group tuition • providing intensive small group tuition for students who were identified through classroom based and standardised assessments. <p>The allocation of this funding has resulted in the following impact: Numeracy Groups- 14/16 students met targeted levels in the progressions with intensive support.</p> <p>Literacy groups- All students made significant gains in reading fluency and phonic knowledge., with 16/26 students meeting grade level expectations. To further support student needs, there will be a strong focus on targeting and embedding explicit teaching of decoding during literacy group instruction in the classroom.</p> <p>After evaluation, the next steps to support our students will be: Students will continue to be supported in the classroom and through small group intervention where identified.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	152	142	139	142
Girls	156	166	167	154

Total student enrollment in 2022 - 296 students.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.5	94.9	92.7	89.7
1	93.8	93.6	93.5	87.3
2	95.0	94.5	94.4	88.8
3	94.6	95.8	94.1	88.1
4	94.3	95.2	94.9	90.2
5	95.1	93.4	92.6	88.5
6	91.7	92.8	91.7	87.0
All Years	94.3	94.2	93.4	88.5
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)	3
Classroom Teacher(s)	11.52
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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 employment 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	356,894
Revenue	3,216,425
Appropriation	3,082,192
Sale of Goods and Services	10,953
Grants and contributions	119,243
Investment income	4,037
Expenses	-3,166,171
Employee related	-2,829,976
Operating expenses	-336,195
Surplus / deficit for the year	50,254
Closing Balance	407,148

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	291,967
Equity Total	136,963
Equity - Aboriginal	9,159
Equity - Socio-economic	21,575
Equity - Language	0
Equity - Disability	106,229
Base Total	2,287,044
Base - Per Capita	77,320
Base - Location	0
Base - Other	2,209,724
Other Total	295,481
Grand Total	3,011,455

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

Feedback and input from the school community on performance and satisfaction has been included.

A School Satisfaction Survey was sent out to the school community in Term 1, of 2023. A total of 53 responses were returned (an increase from 40 responses in 2022), with an overwhelming positive response to all aspects within the survey.

The highest rating was in response to the school being a friendly school that is tolerant and accepting of all students with 37 responses stating they strongly agree to this. Further, the second highest rating in the strongly agree criteria related to parents being proud of their child's school.

Areas that received the lowest score in the strongly agree criteria were in relation to access to technology, extra curricular activities and supportive student welfare programs.

Moving into 2023, the areas that received low ratings will influence some of the initiatives under the strategic directions.

In 2022, parents and carers were asked to complete the TTFM survey - 'Partners in Learning'. There were 30 respondents in this school who completed the Parent Survey between 23 Sep 2022 and 27 Oct 2022. The school received the highest school mean in the aspect of 'safety at school' - School supports Child's Behaviours. The school mean was 7.2. The lowest rated aspect was 6.0 in the aspect of parents feeling informed. In 2023, there will be a focus on improving communication with parents, ensuring that they feel informed.

In 2022, students completed the TTFM survey - Social and Emotional outcomes. There was positive growth in 6 out of 9 areas surveyed. These were participation in sports, extra-curricular activities, positive relationships, value school outcomes, interest and motivation and effort. There was a decrease of 2% in 3 areas surveyed and are as follows: sense of belonging, homework behaviour and positive behaviour at school. In 2023, there will be a focus on increasing student sense of belonging through embedding student voice. Strategic Direction 3 team will review the behaviour monitoring systems and structures to support all student behaviour at school. The highest rated aspect was 'values school outcomes' with 89% of students believing that schooling is useful in their everyday life and will have a strong bearing on their future.

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.