

2023 Annual Report

Ettalong Public School



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Introduction

The Annual Report for 2023 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.

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School vision

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

School context

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

The school has an enrolment of 514 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% of students identifying as Aboriginal. As well as teaching and administration staff, a school counsellor, a 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 along with volunteers, 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. The Y 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 four 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

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
- Explicit Teaching of Literacy and Numeracy

Resources allocated to this strategic direction

Low level adjustment for disability

Per capita

Professional learning

QTSS release

Summary of progress

In 2023 our school focus was on providing explicit and personalised learning for our students in literacy and numeracy. This involved introducing a range of new Department of Education (DoE) formative assessments including the Interview for Student Reasoning (IfSR) for Place Value and tracking student progress using the National Literacy & Numeracy Progressions to identify the individual learning needs of students across all classrooms.

With the support of our school-based APCI all staff engaged in professional learning to implement a 5 week explicit teaching sprint cycle in their classrooms using this formative assessment data. Teachers used ongoing student data that was gathered through formative assessment practices to plan, implement and monitor explicit teaching focuses and implement personalised learning experiences for our students. Staff received differentiated support in the classrooms from our APCI and ongoing professional learning to develop their knowledge, skills and practice in providing quality, differentiated teaching practice in literacy and numeracy. Ongoing tracking of individual student progress using the Literacy & Numeracy Progressions shows continued positive growth for students which has also been supported in our Check-In data which has shown positive growth for cohorts across 2023.

Next year our initiatives will focus on strengthening our formative assessment practices and explicit teaching practices across all grades with the transition to the new 3-6 English & Mathematics curriculum in 2024. Our APCI will work with staff to identify consistent practices in formative assessment & explicit teaching that can be implemented across the school whilst working more closely with staff in Years 3-6 as part of the curriculum reform process.

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
Year 6 Check-in Assessment The proportion of Year 6 students achieving reading growth as measured in the Check In mean scaled score from T4 2021 increases throughout 2023.	Students in Year 6 achieved a scaled score of 49.3% in Term 4 which is an increase from 43.7% in Term 2.
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	Year 3 achieved a scaled score of 56.5% in Term 4, compared to Year 3 2022 who achieved 50.8% Year 5 achieved a scaled score of 61% in Term 4, compared to Year 5 2022 who achieved 47.3%

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

QTSS release

Professional learning

English language proficiency

AP Curriculum & Instruction

Low level adjustment for disability

Beginning teacher support

Summary of progress

In 2023 we have focused heavily on building and strengthening our collaborative practices and the data skills of all staff to support explicit and quality teaching in every classroom. We utilised our curriculum reform time to establish Collaborative Practice Days for each stage team where teachers are released from class every 5 weeks to engage in professional learning, reflection and collaborative planning led by our APCI.

Teachers have regularly analysed ongoing formative assessment data to support explicit teaching in their classrooms to meet the needs of individual students. Our APCI staff have provided every staff member with ongoing coaching and mentoring at Collaborative Practice Days and in their classrooms to support the implementation of explicit teaching practices in literacy and numeracy that is aligned to curriculum reform practices. Through embedded formative assessment practices all teachers have engaged in regular and ongoing monitoring of student achievement using a range of data sources.

Next year we will continue the implementation of Collaborative Practice Days to support the professional development of all staff 3-6 as we transition all teaching staff to using the new English and Mathematics syllabus from K-6. We will continue to strengthen and improve our formative assessment practices and the use of data to inform our teaching.

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
SEF Teaching element - Data Skills and Use is validated at Sustaining and Growing.	The school's self-assessment in the element of Data Skills and Use is Sustaining and growing.
Maintain an upward trajectory of attainment in themes 4.1 and 4.2 of the High Impact Professional Learning checklist.	At the end of 2023 staff assessed our current practices using the HIPL self-assessment tool and rated our professional learning as 'sustaining & growing' against the 4.1 & 4.2 themes which is an increase from 'delivering' in 2022.
Continued upward trajectory of the Self Evaluation Framework (SEF) Teaching element - Professional Learning to be validated at Sustaining and Growing.	The school's self-assessment on the element of Learning and Development is Sustaining and Growing.

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
- High Expectations for Attending school

Resources allocated to this strategic direction

Aboriginal background

Summary of progress

To increase student wellbeing the school focused on participation in the curriculum and engagement in extra-curriculum activities including school clubs. The re-vamped Breakfast Club attracted an increased number of students ensuring that they were ready to learn and provided a nutritious start to the school day. PATCH was initiated in in two programs, K-2 and 3-6. Both clubs provided rich opportunities to assist students in their social skill development through play. School records indicate the increase in extracurricular activities resulted in a decrease in negative behaviors in the playground. In 2024 the school will continue to provide the extracurricular activities and evaluate the impact on the social development and impact on learning.

In the area of attendance, the school promoted positive attendance through the implementation of an acknowledgment system which included Attendance Hero rewards and postcards sent to students attending 95% or above, at the end of each school term. The school also increased communication with parents through targeted phone calls and social media posts to raise the awareness of the importance of attendance. These strategies resulted in a significant increase in students attending above 90%. In 2024 the school will be identifying cohort trends to support individual student needs.

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 target of 90.0%.	Tell them from me data indicates 80.4% of students report a positive sense of wellbeing (expectations for success, advocacy, and sense of belonging at school).
Implement strategies to achieve Sustaining and Growing in the Wellbeing Domain of the School Excellence Framework.	The school's self-assessment in the element of Wellbeing is sustaining and growing.
An increase in overall students attending 90% of the time by 7.8%.	The number of students attending greater than 90% of the time or more has increased by 24%.

Funding sources	Impact achieved this year
<p>Integration funding support</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 • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$331,862.69</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"> • 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 Aspire Class program implementation. <p>The allocation of this funding has resulted in the following impact: All students were provided with the resources they needed to engage with the curriculum. There was an increase of 72 students participating in extra-curricular opportunities.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ Learning & Support staff to identify & plan for individual student needs. We will continue to monitor the impact of extra-curricular clubs & opportunities.</p>
<p>Aboriginal background</p> <p>\$70,554.58</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ettalong Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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"> • Linking higher levels of wellbeing to academic success and sense of belonging <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$70,554.58</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: There was an average engagement of 50% of Aboriginal students in attendance at our termly Yarn Up events. 5 families attended who had not previously engaged with our school, providing authentic conversations on schooling and the success of their children. All Aboriginal students were acknowledged on the achievement of their PLP goals at the Koorana AECG Deadly Awards.</p> <p>After evaluation, the next steps to support our students will be: To further develop partnerships with community and Aboriginal organisations in order to support student goal setting and transitions.</p>
<p>English language proficiency</p> <p>\$16,066.27</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"> • Data-driven practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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: Student progress shows growth on the EAL/D learning progressions.</p> <p>After evaluation, the next steps to support our students will be: Ongoing professional learning will identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$297,990.33</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"> • Personalised Learning • Explicit Teaching of Literacy and Numeracy • Data-driven practices <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 • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Low level adjustment for disability</p> <p>\$297,990.33</p>	<p>To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$41,185.02</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"> • Explicit Teaching of Literacy and Numeracy • Data-driven practices • Collaborative practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • course costs for staff undertaking recognised courses • teacher relief for staff engaging in professional learning <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: Providing personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Beginning teacher support</p> <p>\$47,019.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Ettalong Public School during their induction period.</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 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher mentors access specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. <p>The allocation of this funding has resulted in the following impact: Beginning teachers have reported increased confidence in their classroom management and organisation.</p> <p>After evaluation, the next steps to support our students will be: to continue to support beginning teachers and provide networking opportunities.</p>
<p>QTSS release</p> <p>\$112,449.60</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"> • Explicit Teaching of Literacy and Numeracy • Data-driven practices • Collaborative practice <p>Overview of activities partially or fully funded with this initiative</p>

<p>QTSS release</p> <p>\$112,449.60</p>	<p>funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • 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: strengthening the implementation of new reforms for teachers of K-2 students and the awareness and preparedness for teachers of 3-6 students.</p> <p>After evaluation, the next steps to support our students will be: Utilising the APC&I role, to continue to build and deepen skills and knowledge of all staff members. The APC&I will work shoulder-to-shoulder with teaching staff to use evidence-based strategies to improve the quality of classroom teaching and the implementation of new reforms.</p>
<p>COVID ILSP</p> <p>\$240,702.36</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 2023.</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 • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: the majority of students who have received support in literacy and or numeracy have shown growth in the identified area of support. 95% of Y1 students showed improvement in the retelling of a familiar story or experience and contributed to group discussions around understanding texts. 78% of Y4 students answered all additive questions correctly in the Term 4 post assessment.</p> <p>After evaluation, the next steps to support our students will be: a targeted whole school 'Intervention Plan' to target Tier 2 and 3 students in literacy and numeracy will be implemented. The funding allocated for the Small Group Tuition (formally COVID ILSP) program is anticipated to be reduced significantly in 2024.</p>
<p>Per capita</p> <p>\$141,008.92</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • employment of teaching staff to improve teaching practice and learning outcomes for all students. <p>The allocation of this funding has resulted in the following impact: Staff refining their teaching practice and data collection skills in order to improve consistent teacher judgement, while aligning with new reforms.</p> <p>After evaluation, the next steps to support our students will be: To continue to refine the use of data and to align assessment and reporting</p>

<p>Per capita \$141,008.92</p>	<p>to the new reforms. We will also evaluate the school's reporting processes to meet the needs of our community.</p>
<p>AP Curriculum & Instruction \$217,123.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data-driven practices <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms <p>The allocation of this funding has resulted in the following impact: improved teaching and learning practices that align with new reforms in all classrooms. The allocation has strengthened the school's use of evaluation of the teaching and learning cycle and professional learning.</p> <p>After evaluation, the next steps to support our students will be: a continuation of the established collaborative processes and also strengthening the school's evaluative practices.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	282	284	277	277
Girls	253	252	239	241

Student attendance profile

School				
Year	2020	2021	2022	2023
K	91.7	93.4	87.9	90.4
1	91.3	90.4	87.2	90.4
2	91.3	92.0	85.6	90.8
3	91.3	91.2	87.0	88.1
4	90.7	89.5	88.0	90.4
5	89.6	88.6	82.0	90.7
6	91.6	90.9	83.0	86.5
All Years	91.1	90.9	85.7	89.6
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	6.4
Classroom Teacher(s)	22.83
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Administration and Support Staff	7.96

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	700,273.48
Revenue	6,788,056.83
Appropriation	6,557,956.14
Sale of Goods and Services	17,639.19
Grants and contributions	185,493.49
Investment income	22,936.75
Other revenue	4,031.26
Expenses	-6,930,671.44
Employee related	-6,350,709.07
Operating expenses	-579,962.37
Surplus / deficit for the year	-142,614.61
Closing Balance	557,658.87

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.

	2023 SBAR Adjustments (\$)
Targeted Total	145,130
Equity Total	716,474
Equity - Aboriginal	70,555
Equity - Socio-economic	331,863
Equity - Language	16,066
Equity - Disability	297,990
Base Total	4,637,124
Base - Per Capita	141,009
Base - Location	0
Base - Other	4,496,115
Other Total	621,176
Grand Total	6,119,904

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

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

- * 89% of parents reported that their child enjoys school.
- * 94% of parents feel welcomed when they visit our school.
- * 89% articulated that they are well informed about school activities.

202 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, 2023.

- * The percentage of students in Y5 and Y6 who felt a sense of advocacy at school has increased with Y6 equal to that of the NSW Government Norm.
- * 94% of students articulated that they felt that they had expectations for success.
- * Only 32% of our students identified as being a victim of bullying compared to the NSW norm of 36%.
- * 61% of our Aboriginal students feel that teachers have a good understanding of their culture.
- * While 66% of students felt pride in our school showing an increase of 5% from 2022.

Teachers from Ettalong Public School were provided the opportunity to complete the Tell Them For Me staff surveys. Our results indicate;

- * 67% of staff have a strong understanding of curriculum reform (compared with 52% in 2022).
- * 100% of teachers are confident in their capacity to meet the needs of Aboriginal students (compared with 76% in 2022).
- * 93% of teachers have the knowledge required to engage with students in Aboriginal culture and histories (compared with 86% in 2022).
- * 80% of those surveyed believe that school leaders are leading improvement and change, which is an increase of 13% compared with 2022.
- * 93% believe that our school is a welcoming place for students.

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.