

Ulong Public School Annual Report



2016



3304

Introduction

The Annual Report for 2016 is provided to the community of Ulong 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 school 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.

Surinder Kaler

Principal

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Message from the Principal

On behalf of the students, staff and community of Ulong Public School it is my pleasure to share some of our achievements of the year 2016. There are a vast array of wonderful educational opportunities that occur daily at this small school of excellence.

Ulong Public School offers a progressive curriculum catering for diverse learning styles and a range of abilities. The staff of this school believe differentiating instruction is the key to reaching all students. Without an attempt to vary instruction to meet the individual needs of each student, the curriculum is bound to bore some and baffle others. The school therefore took on an extensive professional learning opportunity in how to differentiate and design various differentiated units of work. This project was collaboratively done with 6 other small schools known as the Orara Valley Learning Community. The school enjoys excellent community relationships with both the immediate and wider community, which allows us all to grow with and take pride in our student's developments and achievements.

The six Board of Studies Syllabuses including English, Mathematics, Science & Technology, Human Society and Its Environment, Creative Arts, Personal Development Health and Physical Education are fully implemented and all learning programs have their roots within the syllabus documents. We believe in the principles of continuous assessment for learning as well as skill mastery and we endeavour to recognise and celebrate progress and achievement as we travel the learning curriculum. In 2016, our Year 3 and 5 students sat for the National Assessment Program in Literacy and Numeracy. Our school results were excellent as every student showed outstanding growth.

Staff also participated in Live Life Well @ school and Kids Matter training. The Kids Matter program was further developed to improve school-wide processes for student and community welfare and wellbeing as well as quality learning in all classroom settings. It is due to these efforts that our school was successful in receiving the Eco school grant to enhance our Gumbayingirr gardens and improve our Live Life well @ school program.

In 2016 we enhanced the school to give it a fresher look for the students by setting the classrooms in a 21st Century learning environment, installing bright, colourful pencils around the fence with our core values written on them to remind our students of such, and Designing a Kids Matter café for parents to have a safe place to have a yarn with other families and to be a part of their child's learning.

I certify that information in this report is the result of a rigorous school evaluation process and is a balanced and genuine account of the school achievements and areas of development.

Surinder Kaler

Principal

School background

School vision statement

At Ulong Public School every child is an individual who can learn to their full potential in a safe, nurturing and healthy environment that promotes student learning, wellbeing and engagement.

As a school, we enhance student learning with local, national, global and multicultural perspectives. As a community we inspire students to develop a passion for learning, assist students to achieve personal success in all endeavours and enable them to become engaged citizens who act with resilience and integrity.

School context

Ulong Public School is situated in the village of Ulong forty kilometres west of Coffs Harbour on the Mid North Coast of New South Wales. It is an isolated rural and remote village with high transience and low socio-economic population with a school FOEI of 162. The school receives additional funding of \$12,652 for its Low SES and isolated rural location. This funding is used to reduce the impact of isolation by using video conferencing and interactive facilities in the classrooms. Virtual tours, as well as subsidising excursions and travel costs ensure full participation in excursions that would otherwise not be possible for all students.

The school is classified as a P6 primary school with total enrolment of 26 students. There are a number of staff including: a newly appointed teaching principal; a second classroom teacher; a temporary part-time teacher for 3 days to cover the release from face to face program, learning support and library; a school learning support officer for 3 days to run Multi and Mini Lit Programs; a general assistant for 1 day; and the school administrative manager for 3 days a week. All staff are highly skilled and passionate about their work. The school is an active partner in the Orara Valley Learning Community of schools. Students participate regularly in community events and competitions and Orara Valley Learning Community activities. They interact with other valley students to experience extension activities in academic areas such as gifted and talented programs, enrichment days, debating and sporting events and carnivals.

This year, our school underwent External Validation based on the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practices across the three domains of Learning, Teaching and Leading. The feedback that was given to the school was outstanding. In the domain of Learning, the evidence showed that the school is Delivering, and staff enhance student learning by producing classroom programs that explicitly teach students to be literate, numerate, creative, productive thinkers, problem solvers and users of technology. As a school, we have made significant changes in terms of Assessing and Reporting by using SBSR & Plan Data to have a common language and consistent approach to trend data and measurement of student performance. The evidence shows that in the domain of Teaching, the school is on track for Sustaining and Growing. Staff understand the importance of ongoing professional development and collaborative practice to improve classroom practice and build capacity to meet the needs of a diverse range of learners. In the Leading Domain, evidence indicates that the school is Delivering. Appropriate processes are used to enhance communication in school planning by consulting and engaging staff, students and community. The school fosters strong links with the community in order to enhance student learning and help them in becoming conscientious and global citizens.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

In August 2016, as stated in the school context, our school underwent External Validation. A full report is available from the NSW Department of Education.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>.

Strategic Direction 1

Student Learning

Purpose

To produce classroom programs that explicitly teach students to be literate, numerate, creative, productive thinkers, problem solvers and users of technology. As a result of our classroom programs students will learn to think deeply and logically, and obtain and evaluate evidence in a disciplined way. Students will have opportunities to be creative, innovative and resourceful. Students will be taught how to plan activities independently. Students will learn how to collaborate, work in teams and communicate ideas to make sense of their world. As teachers we strive to build our capacity to meet the needs of a diverse range of learners.

Overall summary of progress

The school produced classroom programs that explicitly taught students to be literate, numerate, creative, productive thinkers, problem solvers and users of technology. As a result of our classroom programs students are learning to think deeply and logically, and obtain and evaluate evidence in a disciplined way. Students have had opportunities to be creative, innovative and resourceful. Students are taught how to plan activities independently. Students are learning how to collaborate, work in teams and communicate ideas to make sense of their world. As teachers we strive to build our capacity to meet the needs of a diverse range of learners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved Student performance in NAPLAN at or above National Minimum standards.	To support the achievement of individual goals according to students PLP's and ILP's, whole school assessment and reporting tools were developed and trialed to collect consistent and reliable data to measure student performance and inform teaching practices.	\$1500 spent to acquire and support professional learning.
Every student having PLP's & ILP's.		\$3500 EAF's funding spent on professional learning.
Effective use of L3 EAFs in the K-2 and FoR in 3-6 Classroom.	All teachers took part in Orara Valley Learning Community professional development to develop their skills in Quality teaching programs by differentiating their teaching programs and designing units of work that were presented at SDD and uploaded to EDMODO.	\$2000 spent employing teachers to enable teachers to take part in peer mentoring and lesson observations.
All teachers have embedded Quality teaching framework and differentiated learning programs in their teaching.	All teachers had an opportunity to take part in peer mentoring and lesson observation across various schools not only across the valley but also with some of the bigger schools in the North Coast Region.	
Staff able to access peer mentoring across various schools.		

Next Steps

Students will continue to write learning goals and targets that will be reviewed regularly by themselves and their teachers which will reflect the specific identified needs of each student.

Professional learning will continue to focus on EAF's and L3 strategies to improve teacher competencies to implement them successfully in their classroom.

Different teaching staff than last year will be supported in Professional Learning for L3 strategies to ensure sustainability of knowledge in the school over a period of time.

Teachers will continue to develop differentiated teaching units.

Strategic Direction 2

Parent & Community Learning

Purpose

To improve parent and community involvement in the school and hence student involvement in their learning. It is important to have a strong bond and partnership between students, parents, carers, families, businesses and the broader community. We work together, not only to improve student learning but also to have mutual benefits like improved employment aspirations and opportunities. Partnership is essential in a small community because a school is a vital part of the local identity and history and gives a sense of self and pride.

Overall summary of progress

To improve parent and community involvement in the school and hence student involvement in their learning. It is important to have a strong bond and partnership between students, parents, carers, families, businesses and the broader community to work together, not only to improve student learning but also to have mutual benefits like improved employment aspirations and opportunities. Partnership is essential in a small community because a school is a vital part of the local identity and history and gives a sense of self and pride.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parental engagement in P & C meetings/activities. Increased parental involvement in group activities. Increased number of opportunities for active involvement in school by families and the community. Staff contribute to professional networks across the Orara Valley Small Schools and build productive links with the wider community to improve teaching and learning. Positive feedback from the community and the wider community of Orara Valley.	Improved attendance in P & C Meetings. Parent were involved in various Projects including activity groups on Friday afternoons. Parent workshops have been held focussing on healthy eating habits and organizing a healthy canteen for the students. Parents were involved in learning about cyber bullying. Teachers are engaging in professional learning with teachers from other schools. Teachers are actively involved in lesson observations and peer mentoring.	\$1000 spent on hosting special days and hospitality. \$2000 spent on refurbishing the canteen to get it up and running. \$1500 spent on teacher relief to support them in developing differentiated units.

Next Steps

In 2017, our focus for educational communities will be the embedding of Aboriginal Studies and learning Gumbaynggirr language.

Improved collaborative learning and teaching with the Orara Valley learning community.

Strengthen parent engagement including gardening and running canteen days.

Focus on a Gumbaynggirr garden through the additional funding grant.

Community members to attend Ethics training and run an Ethics program in the school.

Strategic Direction 3

Student Wellbeing

Purpose

To improve student resilience and wellbeing as they are essential for both academic and social development. Developing confidence and resilience within students will help them perform better academically. These skills can also contribute to the creation of strong social bonds and supportive communities, and the maintenance of healthy relationships and responsible lifestyles.

Overall summary of progress

To improve student resilience and wellbeing as they are essential for both academic and social development. Developing confidence and resilience within students will help them perform better academically. These skills can also contribute to the creation of strong social bonds and supportive communities, and the maintenance of healthy relationships and responsible lifestyles.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To develop student's social competencies, resilience and sense of wellbeing. Develop home/school communication strategies which promote the schools approaches to wellbeing. Increase explicit teaching of healthy eating habits, good hygiene, emotional intelligence and physical and mental health. Development and implementation of Peer Support lessons in K-6. Implementation of KidsMatter program.	Organised CRANES to develop and deliver a program to students and parents to support them make healthy life choices by building their competencies and resilience. Initiated Kids in Kitchen and Live Life Well @ school to improve student's eating habits. Organised weekly Peer support lessons to build strong relationships. Implemented Kids Matter in school and designed parent café as part of Kids Matter to encourage parent involvement.	spent \$500 on Professional learning on Kids Matter. Spent \$500 on Kids Matter Café. \$500 on healthy food items for Kids in Kitchen and Live Life Well at School. \$200 on morning breakfast club. \$100 on Peer Support party.

Next Steps

To implement Sparky & Shady program as part of Kids Matter program.

Improve the kitchen garden to produce more vegetables to be used in cooking for the Kids in Kitchen program by buying more garden beds and inviting parent helpers to maintain the garden.

Operate school canteen at least once a week with healthy eating choices.

Invite health services to provide information to students and the community.

Provide a choice of either Ethics or Scripture to older children and their parents, and subsequently run an Ethics program in the school.

To promote healthy lifestyles to students through the use of professional sporting coaches visiting the school throughout the year.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Aboriginal background loading was used to employ a SLSO to support our students with their learning. Our aboriginal students have shown great improvement in their reading levels and are achieving stage appropriate results.</p> <p>Celebrated NAIDOC Day with Mark Flanders and other local schools.</p> <p>Students learnt and presented Aboriginal dance and dis acknowledgement to the country in Gumbaynggirr Language.</p>	Total funds received \$5248
Low level adjustment for disability	<p>Low level adjustment for disability was used to employ a SLSO to support our students with their learning. SLSO implemented Multi and Mini Lit programs to improve reading levels. This program has improved our students learning as they are able to achieve individual attention and access a sound research based phonics program.</p> <p>Employed LAST for one day a fortnight.</p>	Total Funds received \$22230
Quality Teaching, Successful Students (QTSS)	<p>QTSS enabled to release staff to observe each others practice and an opportunity to reflect on their teaching by receiving peer feedback.</p>	<p>It was staffing entitlement of 0.019.</p> <p>(\$0.00)</p>
Socio–economic background	<p>Socio–economic background funds were use to provide buses for excursions, carnivals and enrichment days. Students were not disadvantaged for not being able to pay, therefore, the school covered all costs from this fund.</p>	Total funds received \$30081
Rural & Remote	<p>Funds were provided to allow students to access services and facilities to ensure they retain an understanding of their place in the community and the wider community through virtual and other excursions.</p>	Total funds received \$11820.
EAFS	<p>This funding enabled the staff to establish child focused learning centres and buy additional reading resources aimed at early literacy. Allowed staff to attend Stage 1 L3 based training and take part in class and peer lesson observations.</p>	Total funds received \$23104.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	12	9	10	14
Girls	11	17	14	11

The school this year has a fairly even mix of boys and girls. One of the advantages of a small school is that boys and girls learn, play, co-operate and communicate together. Interaction is usually interest rather than gender based.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	90.2	93.8	88.8	98.3
1	98.3	92.8	94.9	86.7
2	90.3	97.6	93.8	91.4
3	94.8	91.8	96.5	90.8
4	84.3	94.7	91.8	95
5	100	91.7	94.7	89
6	89	98.9	95.2	93.7
All Years	92.1	94.5	93.6	92.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Student attendance is marked each day by the classroom teacher. If a student is absent, on the day of return, they are given a blue note to take home for parents/caregivers to sign and give reasons for absence. If the blue note has not been returned then a subsequent orange note is sent home with the dates absent for the parent/caregiver to complete and sign. If this note is not returned then the absence is unjustified and appropriate changes are made in OASIS.

If a student is absent for 3 days or more the family are contacted and asked to provide verbal reasons for the absence.

Absences are also recorded by staff when a parent /caregiver contacts the school.

Partial absences are recorded by the parent/caregiver completing a red (late arrival) or a green (early depart) note at the Office. The absence is then written on the Attendance Sheet and recorded in OASIS.

If absences are prolonged or are becoming too frequent then HSLO is contacted.

Due to the small size of the school, having even one family with poor attendance can have a relatively large effect on the attendance statistics.

Class sizes

Class	Total
K2W	6
3-6K	19

Structure of classes

An examination of the class sizes shows a large discrepancy. This provided unique challenges to staffing and working with the classes in a way that was beneficial to students learning outcomes. The unbalance was in part overcome by grouping students according to ability for some of the time, which also compliments our focus of differentiating the curriculum according to student learning needs.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.11

*Full Time Equivalent

Staffing consists of a full time Principal and a classroom teacher with additional support staff. All staff at the school with the exception of the GA are female.

One staff member who works part time in both a voluntary and a paid capacity as a SLSO and a SAO is of Aboriginal descent.

Workforce retention

Staff turn over is generally low, and most staff at the school have been there for more than five years. The school also has good succession plans in place, and staff are collegiate and professional with each other.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	60

Professional learning and teacher accreditation

Throughout 2016, staff at Ulong Public School participated in a range of professional learning activities. Professional learning opportunities included workshops, conferences, video conferences, Adobe Connect sessions and training days on a range of topics.

Professional learning for staff including but not limited to:

Understanding the RAM, Adobe Workshop, Budget Planning & Training, PL sessions with EaFS Instructional Leader, EaFS Professional Learning, Introduction to Performance and Development Framework, Conferences, Principal Network meetings, Orara Valley Community of Schools Differentiation Project, Mid North Coast K-6 PDHPE & Sport, Kids Matter training, SASS information Expo Forum, Oliver Training.

Mandatory compliance training including but not limited to: First-Aid, E-Emergency Care, CPR, Child Protection Update, Code of Conduct and Anaphylaxis e-learning.

Of the teaching staff who work at the school, two of them are New Scheme teachers and both are accredited at Professional Competency.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30.11.2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	115 674.00
Global funds	56 795.00
Tied funds	79 158.00
School & community sources	40 993.00
Interest	2 897.00
Trust receipts	1 543.00
Canteen	0.00
Total income	297 060.00
Expenditure	
Teaching & learning	
Key learning areas	2 884.00
Excursions	34 465.00
Extracurricular dissections	1 710.00
Library	526.00
Training & development	174.00
Tied funds	47 000.00
Short term relief	1 868.00
Administration & office	12 796.00
School-operated canteen	0.00
Utilities	5 817.00
Maintenance	3 579.00
Trust accounts	1 040.00
Capital programs	0.00
Total expenditure	111 859.00
Balance carried forward	185 201.00

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

Due to the small number of students in year 3 and 5 at Ulong Public School, the schools data is not published as individual students can be identified.

Students do however demonstrate substantial growth in literacy from Year 3 to Year 5.

The My School Website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Due to the small number of students in year 3 and 5 at Ulong Public School, the schools data is not published as individual students can be identified.

Students do however demonstrate substantial growth in numeracy from Year 3 to Year 5.

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The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

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Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

90% of students, 100% of staff and 80% of families responded to our school surveys in 2016.

The results were very pleasing:

100% of staff, students and families believe the school the school is well maintained and is a safe place.

100% of staff, 90% of students and 95% of families believes that the school is continually looking for ways to improve and differentiate student learning. They also believe that the school provides constructive and useful feedback regarding student performance.

100% of the staff, students and families feel that every student's wellbeing is taken care of and that the staff have high expectations of every student and believe they can achieve their goals.

Policy requirements

Aboriginal education

Aboriginal education is an important part of the curriculum. All students take part in celebrating NAIDOC day. Every student was involved in dream time storytelling, making damper and boomerangs, and hearing about Aboriginal customs. The school also acknowledges National Reconciliation and Sorry day. Aboriginal elders were invited and they shared in hand printing on canvas and provided interesting information about the Gumbaynggirr Nation. Every student from an Indigenous background has a PLP that is created after having a yarn with the family.

Local Aboriginal Youth, Tom, was brought into our school to educate students on the local Gumbaynggirr language. He has been extremely effective in teaching students the "Welcome to Country" which was spoken at our end of year performance along with a spectacular Dreamtime dance which the entire school was involved in.

Stage 2 and some Stage 3 students participated in an overnight excursion to Yarrawarra Cultural Centre which involved stories, art and walks through traditional lands.

Aboriginal literature and stories are listened to and read and shared as part of both imaginative and informative Quality Texts in the English Syllabus.

Ulong Public School acknowledges the Gumbaynggirr people as the traditional custodians of the land we are on at the beginning of all formal assemblies and events.



Multicultural and anti-racism education

Multicultural perspectives are embedded within all Key Learning Areas. A whole unit on multiculturalism is developed with learning activities that are inclusive of every culture.

We celebrated Chinese New Year with one of our grandparent's from a Chinese background. The students learnt Tai Chi moves and about the year of the goat. They also learnt how to cook Fried noodles and

read their fortune from fortune cookies.

Students of different Ethnic backgrounds from Southern Cross University were invited to our multicultural day celebrations. They brought a wealth of information that enhanced the knowledge of our students. The students were dressed in their multicultural outfits. We organized activities and games from 6 different countries. A multicultural cuisine was prepared from various countries and we had food from 8 different cuisine stalls. The school hosted around 150 students from other schools and their families were also involved in the celebrations.

Students went on an excursion to the Sikh Indian temple to learn about Indian culture as a predominant culture in the area that they live. They were introduced to the Sikh religion and musical instruments and they enjoyed a three course meal in a traditional way.

Multicultural perspectives are vital for students from this isolated area as what they learn at school is instrumental in allowing them to become welcoming, active and conscientious members of our society.

Other school programs

EAFS

Early Action For Success (EAFS) is a funding initiative that targets schools in low socio-economic areas with the aim of improving literacy outcomes in K–2 students. Funding is allocated to a combination of staff Professional Development and resources, both physical and human. In 2016 Ulong schools K–2 teacher attended a series of professional development lessons for small schools, effectively targeting early literacy in a multi-stage classroom. The K–2 teacher then worked with other staff in the school to ensure sustainability of skills learnt. EAFS funding was also allocated to purchase appropriate readers as well as physical resources specifically designed to create child focussed learning spaces. This successful funding initiative will continue into 2017.

SRC

The Ulong Public School Student Representative Council consists of the School Captains as well as a representative from each year group voted on by the student body. The SRC meets once a term to discuss any ideas or suggestions by the students to improve our school and improve student morale and cohesiveness. The Ulong SRC also organises special days to fundraise for various charities or causes which the students select with thoughts as to how beneficial their funds will be to the recipients. In 2016 the special days included Funky Hair Day (Leukaemia Foundation), Dress like a Pirate Day (Kid'sCancer Project) and Jeans for Genes Day (Genetic Disorders). Being on the SRC benefits students as they learn how decisions are made and how to achieve changes. It is rewarding for students to follow through with ideas and see their ideas come to fruition.

Library

Ulong School Library used Oliver for the first time in 2016. Oliver has made borrowing simpler for teachers and students. All students were given the opportunity to complete the Premier's Reading Challenge in 2016 with 8 students receiving an award for completing the challenge and 3 students receiving a Gold Award for completing the challenge four times. Book Week 2016 proved popular with students and teachers as most took the opportunity to dress as their favourite book character. An assembly was held where each student showed off their fabulous costume and spoke to the audience about their selected character and book.

BTN

In the 3–6 classroom we place an emphasis on student centred learning in the 21st century. BTN launched their kind kids classroom campaign and our class decided they would like to be a part of this initiative. Students decided that they would visit a local nursing home and they performed an Australiana Medley that involved musical instruments, dance, drama and singing. BTN is also used as a launch pad for our class blog. They learn how to formulate their own opinions and listen to each other's thoughts and ideas. Students share their ideas through written text, video and opinion poles online and on the class blog. In term 4 the students wanted to start a writing club after school. This club was run by the students and was supervised by teachers, parents and grandparents. This project was very popular with 74% of students attending the afternoon sessions.

Creative Arts

In 2016 Ulong Public School was involved in a number of CAPA activities over and above the usual classroom program. Students were involved in designing and making a class diorama of ANZAC cove for the Coffs Ex-Services Club 100 Years of ANZACs. Students also created artwork for the local Cedar and Steam annual art competition with a number of students receiving recognition for their efforts and they were also awarded the School Exhibit Ribbon at the Coffs Coast Fair. The school also participated in the Marine Art competition where students created works of art constructed from rubbish collected on the beach. Once again 3 students received recognition for the quality of their artwork.

Science and Technology

Ulong School organised a technology day and hosted other small valley schools. The students were involved in coding by using the 3D printer and the 3D Pen. Students also tried various experiments and learnt about the logic behind these experiments.

Sport & PE

In 2016 Ulong School applied for and received Sporting Schools funding with the aim of exposing students to different sporting activities, improving fitness and gross motor skills, and gaining access to professional sporting coaches. This funding was used to bring sporting coaches to Ulong School for Tennis and

Hockey, and to take students to Coffs Harbour for Gymnastics and Ten Pin Bowling. Additionally, funding was used to subsidise the bus travel for students to attend intensive swimming, a vital skill for all students. A special mention this year to the Crowe family who also subsidised the bus for intensive swimming.

The school again participated in the Premier Sporting challenge which encourages students to monitor and improve their own levels of physical activity. It is well documented that active children become active adults, and these types of programs are designed to enable students to make healthy lifestyle choices in the future. Students in years 3–6 participated in Orara Valley Learning Community Sporting days such as T–ball, soccer, swimming and athletics carnivals. This gives students the opportunity to compete physically, but also to mix with a larger group of students, allowing them to form friendships and see familiar faces when they go on to high school.

Live Life Well @ School

Students were involved in the initiative of Live Life Well at School. They were encouraged to bring fruits and vegetables for morning tea. We bought new garden beds and planted lots of herbs and vegetables. All the produce was used in the 'Kids in the Kitchen program'. Breakfast clubs were organised for Fridays and healthy cereals and milkshakes were provided free of cost.

Family and community Program:

The school involved the whole community to celebrate Grandparents day. All the senior citizens were invited and the staff and P&C put on a lavish morning tea and lunch. The school welcomed community service agencies like Interrelate, Cranes and Mid North Coast Family Health Services to provide information to the community members regarding Centre Link & Medicare.

The whole school attended the weekend ANZAC Ceremony at the local EX–Services club and students sang 'Abide by Me' as our School Captains laid a wreath. The school also invited community members on Remembrance Day to remember the 'Fallen Soldiers'. Students recited poems and played the last post and the Rouse.

The school and community worked together to provide sporting facilities to the young Ulong community at the Ulong hall and celebrated its opening ceremony by inviting the Coffs Harbour Mayor and putting on a lavish afternoon tea.

Excursions

In Term 2 Senior Stage 3 Students went on an excursion to The Great Aussie Bush Camp. This excursion complimented the lessons on Peer Support, PDHPE, Health & Fitness. During term 4 we also went on an overnight excursion to Inverell to expand on our history and geography units. We attended the Inverell Transport Museum, the Pioneer Village, Green Valley Farm and took part in fossicking at Tingha Sands.