

# Urunga Public School

## Annual Report



2017



3318

## Introduction

The Annual Report for **2017** is provided to the community of **Urunga 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.

Trevor Mulligan

Principal

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## School background

### School vision statement

***In 2017 Urunga Public School will be recognised as a high achieving learning environment. All students will have received quality instruction with high expectations to attain success; and confidently move towards being creative and innovative global citizens.***

### School context

Urunga Public School is a primary school on the mid–north coast of NSW with 195 students of which 30 are Aboriginal. It is located in a low socio–economic area where the full time employment is a challenge for community members. Our school has a Family Occupation and Employment Index(FOEI) of 107 which places it in the low to average range. In the next three to five years approximately half the current teaching staff will be retired including two this year (2016). All teachers have developed their own professional learning plan referenced to National Professional Standards for Teachers.

The 2017 school budget is approximately \$1,748,000 which includes staff wages of \$1,485,000; Funding Support (\$63,380), Socio–Economic Equity loading (\$79,500) Aboriginal Background funding (\$34,550), Flexible Funding (\$85,000); Teachers' Professional Learning (\$14,600); Literacy & Numeracy (\$6,500); and Remote/Isolation funding (\$32,000). Remaining funds making up the total budget allocation are used for asset replacement; utilities; maintenance and supplementation of teachers.

Our school embraces community partnerships with pre–schools, community agencies, local businesses and universities. We value and are deeply committed to sustaining an inclusive, collaborative and compassionate quality learning environment which enhances learning experiences for our students.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

#### Learning

During 2017, our school continued to focus on Curriculum and Wellbeing. The opportunity for success for all students is underpinned by the provision of inclusive school practices that address identified individual learning needs. The teaching of Literacy and Numeracy is supported by an extensive range of support programs, and in–class support through School Learning Support Officers and Learning and Support Teachers. Targeted Individual Educational Plans and Personalised Learning Plans assist in providing a clear direction for discussion and active participation by all stakeholders in individual student's learning.

Several staff completed a local, three day Aboriginal awareness course on 'Connecting to Country', with plans for the continued deployment of the program to more in–school staff in the coming year.

The focus on differentiation across the curriculum continues to support engagement and 'on–task' learning. Students with high learning needs are being identified early and are invited to be involved in our local CoS Gifted and Talented learning opportunities.

Our Instructional leaders continue to mentor staff in their knowledge of pedagogy to support learning thus enhancing their understanding of how to use evidence/data to reflect on their own practice and inform their next stage of teaching.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

#### Teaching.

At Urunga Public school, student learning is directed by Quality Teaching practices. Teachers design and engage in teaching and learning activities through implementing evidence-based strategies. Regular collection and analysis of data allows for adjustments that cater for student needs.

Our Instructional leaders continue to facilitate a culture of effective classroom practice, collaboration, and reflection ensuring consistency of curriculum delivery which include teaching strategies for Differentiation and Consistency of Teacher judgement.

#### Leading.

The development of strong leadership through professional learning and capacity building of all staff, is crucial in the achievement of school excellence. The school and community are committed to improving school performance measures through strategic planning. The school has productive relationships with the local preschools and high schools and work cooperatively in developing transition programs for students entering Kindergarten and also those entering High School.

High expectations are reflected across the school community. To ensure that all staff are meeting the Australian Professional Standards, professional learning opportunities, that support their Professional Development Plan, are ensured.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### LEARNING CULTURE FOR ALL

#### Purpose

*Fully immersing students, teachers and community members in a challenging and stimulating quality learning environment. This will significantly raise the expectations of all who participate in lifelong learning.*

#### Overall summary of progress

Explicit evidence of adjustments and differentiation in class programs aligned to NCCD is becoming evident. Data input with PLAN for ES 1 and S3 is almost a whole school approach. Student growth noted on PLAN continuum and Sentral generated graphs. Differentiation – rubric mapping with Higher Order Thinking / Multiple Intelligence placing school at starting points needs further development. Executive release has provided extended time for teacher support, stage planning and furthering school organisation and plans.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase the % of students achieving at or beyond expected stage standard to 80% by the end of 2017 in writing and number using school based assessment measures.	GaTS: \$2,000 (Community of Schools planning days plus GATS group days)  Executive release days: \$4,800  Stage Planning days (one per term): \$13,500	Evidence of differentiation is in teachers' programs. Professional dialogue reflects change in teaching approach through use of HOT processes.  Differentiation processes are being embedded in supporting individual learning. Years One to Six showed again more than 75% achieved "sound" in Writing and Number across 2017.
Staff recognise and place students appropriately in aspects of literacy and numeracy from K to 6 on the PLAN continuums.	QTSS funds (executive release) 20 hours – \$1,550  PLAN data: relief time – \$1200	Executive release provides extended time for teacher support, stage planning and furthering school organisation/plans.  PLAN data updated and students were placed on the continuum. The staff identified, assessed and implemented differentiation practices across Literacy and Numeracy areas that supported students' learning needs.  Adjustments and differentiation processes embedded in supporting individual student learning.
Students achieve growth greater than or at appropriate cluster levels on the literacy and numeracy continuums as recorded in PLPs, IEPs, class programs and other documentation.	SLSO literacy and numeracy program support: \$56,400  ASLSO (Aboriginal SLSO): \$15,800  Teacher time developing IEPs/ PLPs: \$4,000	SLSOs supported identified students needing additional support in literacy and numeracy through individual and small group situations were assisted by SLSOs. Growth by students evident on continuums in the areas of Literacy and Numeracy.  Students engaged in SLSO literacy/numeracy programs have shown increased achievement measures in class assessments, teacher judgement, completion of tasks and work samples.  The IEPs and PLPs were reviewed and updated.
To increase the student attendance rate to above 94%.	Nil cost to school.	Target at or near achieved and maintained for 2017.

#### Next Steps

GaTS PL focus on identification, differentiation and rubric mapping. Explicit evidence of differentiation in class programs.

Teacher instructional quality to be more strongly evident in class programs and supported by PDP personal and school goals.

Staff engage in PL opportunities to further differentiated teaching practices. Writing and Numeracy more consistent with building better CTJ and student skill levels increase.

## Strategic Direction 2

### INSTRUCTIONAL QUALITY AND IMPROVEMENT

#### Purpose

The commitment of all teaching staff and community members to use the quality learning environment to engage in conversations and outstanding practices that will lead to a culture of continuous improvement in teaching and learning. Explicit instruction, building leadership capacity and collaborative practices beyond the classroom will exemplify their passion for learning.

#### Overall summary of progress

Leadership capacity has enriched the school's pedagogy through professional learning and sharing.

Teaching practices are being aligned to Australian Professional Teaching Standards.

Staff engage in PL opportunities to further differentiated teaching practices. There needs to be further steps taken to maximise this training being put into practice.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Strong engagement by all students using a variety of technologies as assistive tools to improve learning.	IT / IL teacher: one day per week = \$20,000	IT teacher has completed systems analysis and rectified issues in all classrooms.  IT teacher has the role of IT instruction with teachers to enhance their understanding and capabilities in classroom practices using technology.  Teaching and support staff have had discussions at stage and staff meetings about how IT instruction support is assisting student learning and making teachers more confident in using IT as an assistive learning tool.
Teacher instructional quality is evident throughout the school and the focus of evidenced-based planning is on improving student outcomes.	Peer observations: \$3,600	Discussions have taken place about how assessment tasks have indicated deeper thinking processes being used to find solutions to tasks.  Teachers' instructional quality has improved through the provision of time and learning opportunities within the school. Staff and stage discussions are noted concerning the need to broaden the observations to extend beyond our school to other schools..
Parents and community members are invited to lead and/or support particular learning practices and programs to support the learning of all in our school and community.	\$200 for Volunteers Morning Tea function:  Two other initiatives for community lead learning did not start.	Community tutors have regularly (once a week) tutored students in literacy and numeracy to enhance the students' skill levels.  There has been some noticeable improvement from the tutor program with increased skills development and results from identified students.

#### Next Steps

Gather evidence of ICT improvements across the school. Using the newly upgraded WiFi (as part of "Connecting to

Country") to establish learning "sites" outside the normal classroom setting. Laptop and iPad management will be a major focus and how it impacts on increasing student learning.

Staff utilise the Sentral system more effectively to record student data for tracking purposes; recording assessment tasks as they happen (PAT online is an example). Plus combining LMBR into supporting teaching and assessment.



## Strategic Direction 3

### SCHOOL AND COMMUNITY PARTNERSHIPS

#### Purpose

*Actively seeking ways for whole school and community practices to partner with the students' learning and well-being, enabling all to become highly engaged, culturally and environmentally sensitive. Recognising parents, families and others as integral members of our school community, partnering together in building a child's education.*

#### Overall summary of progress

Opportunities have developed for students' to increase their awareness of their own and others' special cultures. Students have shown to be contributing to building positive relationships and actively contributing to the school and the community.

The school has been working with the local community to promote even more the cultural activities and events that encourage and involve parents and families into the school community.

There is an affirmed increase in cultural awareness across the year. Staff have furthered their learning relating to cultural understanding. This has enabled the provision of a broad range of relevant, significant, respectful and inclusive culturally based learning experiences in collaboration with not only our school community but others as well.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Partnership developed with on-country Gumbaynggirr custodians to inform and teach students, staff, parents and community members the importance of our connections to country and our collective responsibility to the environment.	Harmony Day BBQ breakfast: \$400  Cultural celebrations: \$1,000  Community Liaison Officer (CLO) : \$10,600  Aboriginal Girls dance program: \$1,500	The CLO involvement has enhanced the school/community relationship.  Harmony Day BBQ was held for parents and students coming in orange or national costume (link with CWA country theme for Nepal). NAIDOC celebrations mid year were held as part the ongoing learning and understanding of the Gumbaynggirr culture with classroom activities, storytelling, assembly and presenters.  Community consultations were held to discuss celebrations and implementation of Aboriginal and other cultural aspects and customs. Aboriginal celebrations are becoming embedded as a normal part of the learning cycle.  An Aboriginal girls dance program was developed which began in Term 2 in association with Bellingen High School and was very successful performing at the Education Week performance at the high school.
Strong culture of learning across our school and community using the national performance standards.	Writing and Numeracy Team Planning Days: \$4,000	Positive community feedback indicates activities and events held are appropriate and relevant. PLAN data is seen to be an effective tool in informing identified learning directions. There needs to be a whole school approach to ensure this has the impact for increasing student learning.

#### Next Steps

To improve the already established relationships with the community the school needs to keep its focus on the students' learning, the support provided from the school to the community and the support that the community provides the school. The evidence from this year indicates that everyone agrees the school is the focal point of the community and the

broader community are most welcomed, acknowledged as leaders and learners and support the planning and implementation of the vision, values and purpose for our school. In 2018 these indicators need to be maintained and built upon to strengthen the school/community collaboration. The school needs to be as open to ideas that assists and benefits our community.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal SLSO program: \$15,800	<p>Cultural awareness, understanding and consciousness has been developed to be more evident in students, teachers and in community dialogue. Programs and learning activities have ensured that our school has built on local cultural knowledge and experience of elders and students as a basis for learning across 2017.</p> <p>There has been an increase of engagement of Aboriginal students in literacy and numeracy learning with the continuation of the Aboriginal SLSO program.</p>
<b>Low level adjustment for disability</b>	<p>LAST teacher allocation: 0.7 position – \$71,102</p> <p>*Shared role between two teachers.</p>	<p>Executive and LST Team allocated LAST teacher time to support identified student needs.</p> <p>Considerable discussion of goals for IEPs and PLPs for individual students was carried out with the LST coordinator.</p> <p>LAST teacher role was split between two teachers who provided support and advice to class teachers in preparing learning, behaviour and crisis management plans for students across four days of the week. Additionally, they gave qualitative anecdotal comments for sharing with teachers, noting adjustments or differentiation for teachers to place in their programs and in reports.</p>
<b>Socio-economic background</b>	<p>LAST Initiative: Additional 0.1 days funding for LAST position</p> <p>SLSO time: \$52,592</p> <p>Reading Recovery: \$4,700</p> <p>Additional executive Release: \$4,800</p> <p>Music Allocation: \$13,300</p>	<p>Funding to provide extra time to assist and support teachers and students.</p> <p>Additional SLSO time has been allocated for specific students and that support has had a significant impact on student learning in both literacy and numeracy outcomes.</p> <p>Additional relief for extra curricula and additional programs was provided for GaTS, Music mentor and tuition and Reading Recovery training days.</p> <p>Additional office time was provided in the library.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	92	86	90	87
Girls	114	112	107	118

Student enrolments over last four years have been consistent with the data shown. Previous to 2014 there was a steady decline as new Kindergarten enrolments did not match the outgoing Year 6 enrolments by as much as 15 enrolments.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.2	92.7	94.7	94.9
1	94.1	93.3	94.8	94.7
2	95.4	93.4	94.4	91.7
3	93.9	93.8	94.5	92.5
4	91.6	93	93.9	92.7
5	91.4	93.4	95.1	92.8
6	91.2	92.3	94.2	94.9
All Years	93.3	93.1	94.6	93.5
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Attendance concerns were part of a 2015 – 2017 School Plan initiative of being above 94% attendance which in 2016 exceeded the state average and in 2017 almost matched the state average. The school has reminder slips sent home to parents for unexplained absences through to more formal letters from the principal indicating that the student's absence is of growing concern. School staff, the Learning Support

Team and Community Liaison Officer also make contact with families about how the school can offer help and support in getting a student to school more regularly. For serious concerns the Home School Liaison team have been asked to come in to offer further support for both the family and school.

The school devised a Weekly Attendance Award for the class with the best attendance and that class has the award trophy for a week plus receives a certificate. The award is announced at every Monday morning assembly. The class with the most awards at the end of each semester receives a class prize.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	6.78
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.52
Other Positions	0

\*Full Time Equivalent

Our school has eight full time classroom teachers, one part-time Reading Recovery teacher, two part-time Learning and Support Teachers (LAST), one permanent part-time teacher/librarian and one part-time Release From Face to Face teacher (RFF) and two full time office staff (one School Administrative Manager and one School Administrative Officer).

Our school had one Aboriginal language tutor (Certificate II qualification) who delivered Gumbaynggirr language, customs, art and culture to students in Semester 1.

### 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	50

## Professional learning and teacher accreditation

The professional learning for our school reflects the whole staff and individual needs for new skill sets in Information Technology and strategy review and development in teaching. Professional learning time has been allocated accordingly to support all staff members as individuals and as part of a stage team or a whole school staff. The professional learning time has enabled staff to develop consistent assessment tasks, review curriculum scope and sequences in English, Mathematics, Personal Development / Health and Physical Education as well as additional resources. The time has also allowed for research and investigation into other approaches to teaching and learning to accommodate students' learning styles.

All staff including teachers and SASS (support) staff participated in the three Staff Development Days (SDD) that begin Term One, Term Two and Term Three. Topics covered included using Information Technology in more interactive ways, reviewing Reading Eggs programs, PAT online mathematics programs, as well as mandatory Code of Conduct, Anaphylaxis, Asthma, Emergency Care and CPR training either online or with a qualified trainer.

All teachers also participated in ongoing professional learning activities throughout the year including SDD variation sessions with mandatory Child Protection training, more work around enhancing writing in classrooms and reviewing Professional Development Programs (PDPs) as aligned to the School Plan as well as to their own professional development.

Our school again has no beginning teachers working towards accreditation at Proficient levels in the National Education Reform Agenda (NERA); nor are there teachers seeking voluntary accreditation at Highly Accomplished or Lead or maintaining accreditation at one of the voluntary stages of Highly Accomplished and/or Lead teacher.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

Delete text not required.

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	459,562
Appropriation	411,201
Sale of Goods and Services	1,129
Grants and Contributions	47,160
Gain and Loss	0
Other Revenue	0
Investment Income	71
<b>Expenses</b>	-224,560
Recurrent Expenses	-211,390
Employee Related	-135,878
Operating Expenses	-75,512
Capital Expenses	-13,170
Employee Related	0
Operating Expenses	-13,170
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	235,002
<b>Balance Carried Forward</b>	235,002

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM.

For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	1,501,396
Base Per Capita	30,107
Base Location	32,033
Other Base	1,439,256
<b>Equity Total</b>	199,063
Equity Aboriginal	34,550
Equity Socio economic	79,513
Equity Language	0
Equity Disability	85,000
<b>Targeted Total</b>	109,400
<b>Other Total</b>	47,181
<b>Grand Total</b>	1,857,040

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.

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 and Year 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8. The achievement scale represents increasing levels of skills and understandings demonstrated in these

assessments.

Year 3 Bands spread from 1 to 6; and Year 5 Bands from 3 to 8. Clearly, Year 3 results this year reflect a large middle group in the Band 3, 4 and 5 area. Gains need to be made with the middle group to shift them up at least one band higher for Year 5 NAPLAN in 2019.

Year 3: Reading – 20% in Band 1 or 2; 50% in Band 3 or 4; and 30% in Band 5 or 6 Grammar – 33% in Band 1 or 2; 25% in Band 3 or 4; 32% in Band 5 or 6 Spelling – 24% in Band 1 or 2; 25% in Band 3; and 51% in Band 4, 5 or 6 Writing – 12% in Band 1 or 2; 53% in Band 3 or 4 and 25% in Band 5. No Band 6 However, in both Year 3 and 5 no student attained a top band in Writing. More emphasis required in writing.

Year 5: Reading – 13% in Band 3 or 4; 43% in Band 5 or 6; and 44% in Band 7 or 8 Grammar – 14% in Band 4; 33% in Band 5 or 6; 53% in Band 7 or 8 Spelling – 33% in Band 5 or 6; and 63% in Band 7 or 8; Writing – 8% in Band 3 or 4; 83% in Band 5 or 6 and 9% in Band 7. No Band 8

Growth from Year 3 NAPLAN in 2015 to Year 5 NAPLAN in 2017 – Reading: Average school growth – 63.6; state growth – 78.2 Grammar: Average school growth – 64.1; state growth – 66.6 Spelling: Average school growth – 96.3; state growth – 89.6 Writing: Average school growth – 46.6; state growth – 55.1

### Percentage in Bands:

#### Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	20.8	12.5	8.3	16.7	29.2	12.5
School avg 2015-2017	6.9	7.8	9.0	15.3	30.2	30.8

### Percentage in Bands:

#### Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	8.3	12.5	20.8	29.2	8.3	20.8
School avg 2015-2017	2.8	7.3	18.5	19.2	22.2	30.1

### Percentage in Bands:

#### Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	12.5	12.5	25.0	16.7	16.7	16.7
School avg 2015-2017	5.2	5.7	15.4	23.1	20.5	30.1



**Percentage in Bands:****Year 3 - Writing**

Band	1	2	3	4	5	6
Percentage of students	8.3	4.2	37.5	25.0	25.0	0.0
School avg 2015-2017	2.8	3.5	20.2	31.4	35.5	6.6

**Percentage in Bands:****Year 5 - Grammar & Punctuation**

Band	3	4	5	6	7	8
Percentage of students	0.0	14.3	19.1	14.3	23.8	28.6
School avg 2015-2017	4.4	6.7	23.1	26.8	25.2	13.9

**Percentage in Bands:****Year 5 - Reading**

Band	3	4	5	6	7	8
Percentage of students	4.8	9.5	19.1	23.8	23.8	19.1
School avg 2015-2017	3.5	8.9	17.2	30.8	22.9	16.8

**Percentage in Bands:****Year 5 - Spelling**

Band	3	4	5	6	7	8
Percentage of students	0.0	4.8	19.1	14.3	33.3	28.6
School avg 2015-2017	1.9	7.1	19.6	23.2	31.8	16.4

**Percentage in Bands:****Year 5 - Writing**

Band	3	4	5	6	7	8
Percentage of students	4.8	4.8	61.9	19.1	9.5	0.0
School avg 2015-2017	9.4	6.5	45.7	30.9	7.6	0.0

Year 3 Numeracy – 20% in Band 2; 60% in Band 3 or 4; and 20% in Band 5 or 6.

Year 5 Numeracy – 58% in Band 5 or 6; 38% in Band 7 or 8  
Year 5; Numeracy: Students performed well in Year 5 across the assessment range.

Average numeracy school growth from Year 3 (2015) to year 5(2017) – 109.8; state growth – 96.8

**Percentage in Bands:****Year 3 - Numeracy**

Band	1	2	3	4	5	6
Percentage of students	0.0	20.8	16.7	41.7	8.3	12.5
School avg 2015-2017	1.5	13.7	21.5	24.1	26.8	12.4

**Percentage in Bands:****Year 5 - Numeracy**

Band	3	4	5	6	7	8
Percentage of students	0.0	4.8	28.6	28.6	28.6	9.5
School avg 2015-2017	0.0	13.2	26.3	26.8	22.8	11.0

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Partnerships have been developed with on-country Gumbaynggirr custodians to inform and teach students, staff, parents and community members the importance of our connections to country and our collective responsibility to care for it. Community Tutoring program with students 1:1 in literacy, numeracy and wellbeing in class have also been conducted throughout the year. PLPs were reviewed and updated for 100% of Aboriginal students and updated for 2018. The Aboriginal SLSO program was again conducted to support K–6 targeted students in literacy and numeracy with LaST supervision. There was increased engagement of Aboriginal students in literacy and numeracy learning.

**IMPACT:** Parents and students discussed the high expectations for the learning outcomes of Aboriginal students to match those of other students.

## Parent/caregiver, student, teacher satisfaction

Parents, community members and other visitors feel the school is very welcoming with its physical environment and the very welcoming staff. Student progress is regularly provided but some parents feel that this aspect could be improved through more personal contact via phone or in person. Communication between parents and the school was a good two-way process that was consistent but comments were noted regarding more regular contact regarding a child's development using portfolios or a communication book. Comments indicated that the school took learning and behaviour concerns seriously and acted upon issues and situations in a timely manner. There were some indications that the school needed to keep extending students and try to provide more creative activities and pursuits. The school was doing a great job in developing good, positive relationships with its community.

Parents responded that they came regularly to the school, talked with other parents frequently about how much time they spent helping their child with their learning, and how their child was coping with social interactions and relationships. All parents, students and teachers felt comfortable that the school was meeting the students' needs. Most students "had a go" with learning activities and that the behaviour management

strategies worked well with the majority of students.

Parents also indicated that there was a lot of support and encouragement for them to be involved in their child's learning and that the school provided a stimulating environment, that our school was safe and secure and had positive relationships with its community.

## Policy requirements

### Aboriginal education

The school's teaching programs focus on key issues relating to reconciliation, improving relationships, understanding country, valuing culture and sharing history. Aboriginal perspectives were presented across all areas of the curriculum as part of the units of work. Increasing cultural awareness and consciousness have been ongoing in 2017.

This year Aboriginal students, staff and parents were again invited to participate in Cultural Walks and were guided around the Urunga foreshore by two Gumbaynggirr men, Uncle Mark Flanders from National Parks and Uncle Richard Kelly, a grandfather from the school who works for the Forestry Commission. Significant sites as well as environmental considerations were also discussed. From this valuable knowledge was gained and a deeper appreciation and understanding was developed amongst everyone and were made more aware of the cultural significance of our local people.

The school implemented individual education plans making initial contacts with family and community members through the Community Liaison Officer to develop links with the school. Teaching and learning activities were conducted and monitored and meetings held to verify student outcomes and adjust curriculum as needed. Gumbaynggirr language was delivered across all stages by an Aboriginal language tutor. Three staff members successfully completed the NSW AECG "Connecting To Country" course; and Michale Jarrett, the Gumbaynggirr Language tutor for the Coffs Harbour area and a local Gumbaynggirr man help our school begin a tradition by conducting a "Welcome to the New Year" for students, staff and parents at the very first student day for 2017. Our local elder, Uncle Porky, was filled with pride and stated that this was what needed to happen more often – small moments that have a significant impact and will bring more understanding and greater closeness between everyone in sharing this land and its culture.

### Multicultural and anti-racism education

The school recognised the significance of our very diverse school and our nation through events such as Harmony Day, Sorry Day, NAIDOC Week celebrations and the specific teaching of other cultural influences through units of work across the Kindergarten to Year 6 curriculum; and raising students' multicultural awareness in everyday life.

Our local CWA organisation which previously had sought the school's support in conducting an information session for its members on a chosen country's culture, customs and comparison with other cultures was instead invited to be part of our school's Harmony Day celebrations. This was a very successful day with the CWA ladies watching the classes present and perform excerpts from the chosen country, Nepal. They also presented information about Nepal to the assembly which was very warmly received.

Across the school each stage completed at least one unit of work where students became aware of common characteristics that all people share, as well as differences, were able to describe the cultural, linguistic and religious practices of another community; different viewpoints, ways of living, and belief systems; and different cultural influences and their contribution to an Australian way of life.



### TECHNOLOGY

In 2017, Urunga Public School has experienced significant improvements in its network, management of ET4L equipment and integration of more web based applications. As part of the Connecting Country Schools initiative the school has upgraded the Wireless Access Points, routers and an improvement in other applications that has improved the schools network to be more stable and reliable. It will allow the *school to have improved wireless connectivity that will in turn allow students more power to connect, collaborate and learn with access to online tools including databases, streaming media and global educational institutions and experts.*

The school has also migrated over to Mobile Management Device solutions to maintain the schools' iPads and to install Applications. This has decreased time spent needing to install applications and maintenance of iPads and an increase in time for students with an engaging resource that is more reliable in the classroom.

Students and teachers are utilising more web based applications such as Reading Eggs, Skoolbo and Maths Online to create more engaging learning experiences in a broad range of subjects. Furthermore, it has allowed teachers to collect data on students' achievements so they can make adjustments to individualise students' outcomes.