

# Uralla Central School

## Annual Report



2017



3864

## Introduction

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

Michael Rathborne

Principal

## School contact details

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## School background

### School vision statement

Uralla Central School caters for students from Kindergarten to Year 12 in a caring rural environment in the Northern Tablelands of New South Wales. Public education has played a role in the Uralla community since 1862 and we have been on our current site since 1868. The school motto 'Resurgam' literally means 'I arise', which can be interpreted as 'I am getting better', this ideal along with the notions of 'Enrichment, Innovation, Opportunity and Success' encapsulate the school ethos.

We are about learning and the power of learning – whether alone or with others; being critically self-aware; working through difficulties; being accountable for our actions and perhaps most importantly knowing what to do when we don't know what to do.

The school community is committed to preparing 21st century citizens; citizens who are Resilient, Organised, Persistent, Confident and Collaborative; lifelong learners empowered, adaptable and ready for all that life throws at them.

### School context

Uralla Central School, situated 25km from Armidale, is a proudly public, rural and coeducational school catering for students from K–12. The school has approximately 312 students including 23% Aboriginal and Torres Strait Islander students. The school has a tradition of consistent value adding in student growth. Uralla Central School provides a quality education that offers inclusive, relevant and integrated curriculum; high quality educational programs across the full range of academic ability; a range of Vocational Education Training (VET) opportunities; and quality creative and performing arts, co-curricular, sporting and personal development programs. The school has embraced a compressed HSC delivery model which broadens and strengthens school curriculum, and increases its relevance for students. Established welfare programs promote continuous improvement and a willingness to meet new challenges. The school enjoys strong and effective links between parents, carers and the wider community.

# 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.

In the Learning Domain the on-balance decision of staff and executive is that the school had moved from the Delivering phase into the Sustaining and Growing area. There is a consistent commitment among students, staff and community to the development of a learning culture of high expectations within which the wellbeing of all students is catered for. Innovative curriculum structures coupled with new approaches to assessment and reporting will contribute to improved student performance and the ability of staff and students to measure them.

In the Teaching Domain the on-balance decision of staff and executive is that the school was moving from the Delivering phase into Sustaining and Growing across most elements. Enhanced professional learning has led to more effective classroom practice across the school; greater understanding of and about the professional standards and more opportunity to engage in and work with colleagues in developing their own learning. There is still work to be done around the development of staff data skills and the use of those skills in improving learning outcomes for students.

In the Leading Domain the on-balance decision of staff and executive is that the school is moving from the Delivery phase into the Sustaining and Growing area. As the new leadership structures have been embedded and staff develop a greater understanding of them knowledge of the educational leadership within the school and the connection to school planning, implementation and reporting has grown. School resources are utilised in an ever sophisticated manner to support teaching and learning; in turn this has also led to a more streamlined implementation of management processes and practices.

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.

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

### Quality Learning

#### Purpose

To empower and create successful learners who are confident and creative individuals and active and informed citizens.

To develop and/or enhance teacher practice to implement differentiated teaching and learning programs that meet individual student needs.

#### Overall summary of progress

The Academy has been fully implemented and resulted in the projected broadening of the Stage 6 curriculum. 2017 saw the introduction of HSC courses that have never run at the school e.g. VET Construction, and courses that had not run for many years e.g. Textiles.

The Stage 5 curriculum continues to be refined and also broadened to meet the changing needs of students. The Middle School model has been successfully implemented and continues to garner widespread community support. 2017 saw the successful running of the first Middle School excursion – Roar and Stargazing trek through central western NSW.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Full implementation of Academy model allowing the sustainable expansion of curriculum offerings, in the first instance in Stage 6 but then through Stage 5 and the Middle School Plan.	\$5,000	Middle School model needs to further evolve for 2018 – Homeroom concept developed with Homeroom teachers to allow for greater collaboration between teachers. Integrated learning model to also be developed. Analysis of data is showing a growing positive trend line in student performance data.
Continued growth in school enrolment numbers as evidenced at key transition points.	\$1,000	Whilst enrolments in 2016 were down on previous years this is explained by the relocation of several families with multiple children out of the area altogether. In general terms there has been a stabilising of enrolments and in the process a balancing of numbers between the K–6 and 7–12 sectors of the school.
Provision of relevant learning plans and goals for all students that clearly indicate either consistent progress towards or attainment of set learning goals.	\$5,000	Processes and procedures have been developed and implemented to assist the creation and implementation of learning plans and goals for students.
Classroom practices of teachers reflect a comprehensive understanding of the continuums and the use of knowledge gained to enhance student learning.	\$5,000	Professional learning took place around the continuums and teachers were implementing strategies to address them. Work ceased with the announcement of the new Learning Progressions to be implemented in 2018.

#### Next Steps

The Academy will continue to be refined through;

- the introduction of the Academy Ball
- a review of processes, procedures and policy
- the implementation of the 'Stronger, Smarter HSC' initiative

## Strategic Direction 2

### Quality Teaching

#### Purpose

To implement processes such that teachers are continually developing their professional knowledge in order to improve teaching practice to ensure high quality and effective teacher performance that improves student learning outcomes.

#### Overall summary of progress

The Professional Learning Team (PLT) structure has been successfully introduced with strong support from staff for the new model. The PLTs support staff in their professional learning through the collegiate development of personal learning goals in the PDP process and through a broader understanding of school strategic directions. The PLTs support the Accreditation and Maintenance procedures for all staff.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Professional dialogue, programs, assessment items, reporting processes reflect strategic directions of the school, National Curriculum implementation and accreditation procedures.		Structured processes now exist to support staff dialogue within PLTs and other school meetings.
Staff have evidence to demonstrate progress towards PDF personal goals and PDF is an integral part of school, student and staff learning.		The PLT structure supports the collegiate development of staff PDPs and the collection of evidence by all teachers to demonstrate progress towards the achievement of their goals.
All staff actively and consistently participate in a professional, meaningful and supportive way to their respective Professional Learning Team.		The PLT structure has allowed for greater flexibility for negotiation between supervisors and teachers to drive the professional learning of teachers.

#### Next Steps

The structure of the Professional Learning Teams needs to be evaluated to ensure that staff do not become stagnant in their professional learning directions. We need real learning and engagement from all in our learning community not just 'tick-a-box' opportunities.



## Strategic Direction 3

### Quality Environment

#### Purpose

To develop a sustainable school culture that promotes excellence and equity.

#### Overall summary of progress

In general terms considerable progress has been made in improving the learning environment of the schools. Nearly 75% of learning spaces have been upgraded and plans are underway to complete the rest of the school. The Library facility continues to be an area of considerable achievement towards completing a future-focused learning area.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Technology resources upgraded and or replaced as required to reflect a 'next practice' paradigm.		Computer room and Library resources upgraded away from fixed desktop model. 3D printers purchased and coding/robotics resources also expanded.
ET4L process completed.	\$18,000	All staff equipped with latest HP laptops to replace ageing DER devices.
Effective use of Professional Development Framework to accurately determine Professional Learning needs in a systematic rather than ad hoc way.	\$36,945.04	New processes implemented and refined to ensure that all Professional Learning is now mapped to school Strategic Directions and the National Standards for teachers.
Library refurbishment completed and survey data indicates increased student and staff usage.		The completion of the refurbishment of the Library is on hold; however, data clearly shows that the facility is more broadly used by staff and students.
New whole school student welfare model implemented and data indicates higher levels of student well being.		Wellbeing framework has been adapted for the school. Suspensions rates have continued their steady decline and suspensions cluster in first semester. Attendance remains at or above state averages and the new Merit system has exceeded expectations in how students have engaged with it.

#### Next Steps

- Continued expansion of technology in a meaningful way. This will be guided through involvement in the Digital Literacies program; a pilot of the Australian Curriculum Digital Technologies Syllabus and the Minecraft Early Access program.
- Continue Library refurbishment in a more strategic manner
- Further tighten Professional Learning procedures to meet the new Strategic Directions as outlined in the new School Plan.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$29,925.36	<ul style="list-style-type: none"> <li>Processes developed to ensure the creation and implementation of Individual Education Plans for all Indigenous students</li> <li>Processes developed to ensure that staff are aware of the Individual Education Plans; that they know where to find them and that they read and act upon them.</li> </ul>
<b>Low level adjustment for disability</b>	\$43,800.60	<ul style="list-style-type: none"> <li>A targeted, coherent program of diagnosis and development of ILPs has been created and implemented across the school.</li> <li>SLSO services have been expanded to ensure that all students who require it receive it at a rate above that required by specific funding.</li> </ul>
<b>Socio-economic background</b>	\$263,013.68	Student participation in a range of extra-curricular enrichment opportunities e.g. Hunter Beef Bonanza and other Agricultural shows in the north-west; University of New England engagement programs; were supported. Full implementation of third party software to enable improved efficiency in tracking student wellbeing, whole school communication and home/school communication. Extra SLSO employed to further enhance learning support programs
<b>Support for beginning teachers</b>	\$57,863	All beginning teachers were provided with the equivalent of two hours per week reduction in face to face teaching to work with mentors. Three staff members achieved Proficiency Accreditation.
<b>Early Action for Success</b>		All K-4 staff completed professional learning in the TEN program, L3 and the new writing tool. In school training was provided to teachers of Numeracy from K-8. This enabled them to apply consistent teacher judgement to benchmark student achievement in numeracy. All K-2 students made positive progress in numeracy. The '7 Steps to Success' program was also implemented.



## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	155	149	145	152
Girls	162	179	175	158

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.9	90.9	96.1	95.5
1	95.5	94.5	93.4	90.4
2	94.2	96.3	95.5	92.4
3	93.5	93.7	95.3	93.7
4	95.4	93.8	94.3	95.6
5	93.3	94.8	92.8	93.2
6	95.7	94	91.3	93.7
7	94	93	93	87.1
8	89.1	92.3	90.8	89.8
9	91.5	88.3	87.4	93
10	88.6	91.7	86.2	92.6
11	85.2	91.7	84.4	83.8
12	84.5	90	86.5	82.6
All Years	92.1	92.7	91.4	91.5
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
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	93	92.3	92.3	92.3

### Management of non-attendance

Rolls are marked daily in the Junior school and in every period in the Middle and Senior Schools. Executive and Administrative staff monitor non-attendance regularly. Contact with home is made directly by executive and in letters sent weekly by the Principal.

Attendance is generally at or above State averages. Usually one or two students and their repeated

absence can have a detrimental impact on overall attendance. These students are without exception part of Wellbeing caseloads managed by the Head of Wellbeing; this usually involves engagement with external agencies and specific school designed programs.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	6
Employment	0	0	33
TAFE entry	0	0	20
University Entry	0	0	41
Other	0	1	0
Unknown	0	0	0

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	16.73
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	1.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	7.8
Other Positions	0.4

\*Full Time Equivalent

In 2017 there were 3 members of staff who identified as Aboriginal.

### 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	5

### Professional learning and teacher accreditation

All staff participated in regular professional learning both at the school and in other opportunities across the region and state. This learning was targeted at School Strategic directions as outlined in the School Plan and also as identified in individual staff Professional Development Plans. Three staff achieved accreditation at Professional Competence and one at Maintenance of Professional Competence.

## 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.

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>	663,413
Appropriation	629,890
Sale of Goods and Services	1,993
Grants and Contributions	31,531
Gain and Loss	0
Other Revenue	0
Investment Income	0
<b>Expenses</b>	-167,236
Recurrent Expenses	-167,236
Employee Related	-90,928
Operating Expenses	-76,308
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	496,178
<b>Balance Carried Forward</b>	496,178

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.

### 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>	3,525,622
Base Per Capita	48,874
Base Location	16,868
Other Base	3,459,880
<b>Equity Total</b>	544,452
Equity Aboriginal	95,434
Equity Socio economic	263,014
Equity Language	0
Equity Disability	186,004
<b>Targeted Total</b>	42,010
<b>Other Total</b>	237,415
<b>Grand Total</b>	4,349,499

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, 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.

There continues to be both pleasing overall growth in student performance and also positives trends in that growth. Writing continues to be an area of concern and in particular among specific cohorts e.g. Year 7 boys.

### Percentage in Bands:

#### Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	11.1	7.4	11.1	18.5	29.6	22.2
School avg 2015-2017	8.7	14.3	15.0	26.0	19.2	16.7

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

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	29.6	40.7	18.5	11.1
School avg 2015-2017	5.3	13.3	19.7	26.7	20.8	14.3

**Percentage in Bands:****Year 7 - Grammar & Punctuation**

Band	4	5	6	7	8	9
Percentage of students	21.1	26.3	26.3	10.5	15.8	0.0
School avg 2015-2017	14.3	29.1	16.5	21.1	11.4	7.6

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

Band	1	2	3	4	5	6
Percentage of students	7.4	14.8	25.9	22.2	14.8	14.8
School avg 2015-2017	7.7	14.7	28.3	19.0	14.5	15.8

**Percentage in Bands:****Year 7 - Reading**

Band	4	5	6	7	8	9
Percentage of students	20.0	30.0	30.0	15.0	5.0	0.0
School avg 2015-2017	15.6	23.3	29.4	16.1	12.0	3.5

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

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	35.7	28.6	28.6	7.1
School avg 2015-2017	0.0	6.5	36.8	25.7	22.1	8.9

**Percentage in Bands:****Year 7 - Spelling**

Band	4	5	6	7	8	9
Percentage of students	10.5	21.1	31.6	31.6	5.3	0.0
School avg 2015-2017	11.6	20.6	25.3	23.5	17.1	1.9

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

Band	3	4	5	6	7	8
Percentage of students	5.3	31.6	21.1	31.6	5.3	5.3
School avg 2015-2017	11.9	25.8	23.4	24.7	9.9	4.5

**Percentage in Bands:****Year 7 - Writing**

Band	4	5	6	7	8	9
Percentage of students	55.0	25.0	15.0	5.0	0.0	0.0
School avg 2015-2017	36.3	23.3	25.6	10.4	4.4	0.0

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

Band	3	4	5	6	7
Percentage of students	21.1	15.8	47.4	15.8	0.0
School avg 2015-2017	19.9	29.2	37.6	10.7	2.7

**Percentage in Bands:****Year 9 - Grammar & Punctuation**

Band	5	6	7	8	9	10
Percentage of students	11.5	7.7	50.0	19.2	0.0	11.5
School avg 2015-2017	20.1	17.7	39.7	14.1	4.6	3.8

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

Band	3	4	5	6	7	8
Percentage of students	5.3	10.5	31.6	21.1	21.1	10.5
School avg 2015-2017	8.8	15.9	27.0	24.8	17.8	5.7

**Percentage in Bands:****Year 9 - Reading**

Band	5	6	7	8	9	10
Percentage of students	7.7	19.2	30.8	30.8	7.7	3.9
School avg 2015-2017	15.0	24.7	31.2	17.7	8.5	2.9

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

Band	3	4	5	6	7	8
Percentage of students	5.3	10.5	15.8	42.1	26.3	0.0
School avg 2015-2017	4.5	27.8	22.1	24.8	19.7	1.1

**Percentage in Bands:****Year 9 - Spelling**

Band	5	6	7	8	9	10
Percentage of students	3.9	30.8	23.1	30.8	11.5	0.0
School avg 2015-2017	25.2	19.4	23.1	25.4	7.0	0.0

### Percentage in Bands:

#### Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	42.3	23.1	19.2	11.5	3.9	0.0
School avg 2015-2017	42.4	19.9	25.1	11.3	1.3	0.0

NAPLAN Numeracy data has been especially pleasing in Year 3 and we attribute this improvement to the implementation of the targeted Early Action for Success program. We look forward to this foundation being built upon and reflected in more positive results in future years.

### Percentage in Bands:

#### Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	7.1	7.1	25.0	32.1	10.7	17.9
School avg 2015-2017	7.4	17.7	29.2	28.3	5.1	12.3

### Percentage in Bands:

#### Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	0.0	21.1	42.1	21.1	10.5	5.3
School avg 2015-2017	4.4	24.3	41.8	17.0	7.9	4.5

### Percentage in Bands:

#### Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	0.0	31.6	63.2	5.3	0.0	0.0
School avg 2015-2017	3.8	30.5	39.9	18.7	6.2	1.0

### Percentage in Bands:

#### Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	3.9	23.1	38.5	19.2	15.4	0.0
School avg 2015-2017	4.3	32.7	37.1	20.8	5.1	0.0

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.>

The performance of Aboriginal students in the top two NAPLAN bands has mirrored broader whole school trends. Achievement in Year 3 demonstrating 33% of students in the top two bands in Reading, Numeracy, Spelling and Punctuation and Grammar. In Year 5, 17%

of students were in the top two bands for Spelling; in Year 9 20% of students were in the top two bands for Spelling and Numeracy. No students in Year 7 achieved in the top two bands.

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

### Parent/caregiver, student, teacher satisfaction

In 2017 survey data elicited the following responses;

- 70% students believed that school was relevant to their future lives
- 65% students enjoy coming to school
- 65% of parents believed that their child was interested in what they were learning at school
- 60% of parents disagreed with the notion that their children were bored at school
- 83% of staff believed that they had access to regular, relevant professional learning
- 95% staff enjoyed coming to work and believe that they have a positive impact on the lives of students.

### Policy requirements

#### Aboriginal education

Uralla Central School received Aboriginal background funding in 2017. These funds enabled the fulltime employment of an Aboriginal Education Officer (AEO) to support the learning of Aboriginal students across the school. The AEO worked with the Head of Wellbeing and the Learning and Support Teachers to create Individual Learning Plans for all Aboriginal students. Aboriginal students attended programs at the Oorala Centre at the University of New England and engaged with the AIME Mentoring program. All teaching and learning programs associated with the Australian Curriculum have an Aboriginal perspective. This enables students to become more familiar with Aboriginal perspectives across Key Learning Areas.

#### Multicultural and anti-racism education

Uralla Central School participated in Harmony Day, highlighting the various cultures in our community. Our teaching and learning programs, drawn from the Australian Curriculum, foster each students' understanding of culture, diversity and racism.