

# Ulladulla Public School

## Annual Report



2018



3302

## Introduction

The Annual Report for **2018** is provided to the community of **Ulladulla 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.

Trent Burns

Principal

### School contact details

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4455 1649

## School background

### School vision statement

Our students are active and informed citizens prepared for a complex, rapidly changing world. They display responsibility, respect and kindness. Our school is student centered and outcomes driven. We believe that each child can achieve individual excellence.

### School context

Our school offers a dynamic education in a caring environment. We have a strong commitment to Literacy and Numeracy, and our outstanding teachers are committed to helping all students reach their full potential. The school student population in 2018 is 760 enrolled in 32 classes from K–6. Ulladulla Public School has a committed Support Unit consisting of MC, IM and ED classes, with 40 students enrolled.

## 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

#### Learning

Our self evaluation committee agreed that we are Sustaining and Growing overall in the domain of learning. There is a strong wellbeing component supported by the implementation of effective programs that are selected through evaluation using the wellbeing framework and audit tool. There is a strong learning culture that exists in many areas across the school and this will further be enhanced by the Challenging Learning Process that focuses on Collective Efficacy and improving the quality of our learning environment using evidence–based research and collection of school data to drive future directions. We identified that we have structures in place that exist to support and develop all staff in alignment to the school plan. We are embarking on a 3 year action learning project with data collections, instructional rounds and professional development in the areas that impact learning the most. We are confident that the structures we have for evaluation will continue our progress against elements in the SEF. There is consistent assessment practices occurring across the school in stage teams and evidence shows that assessment data is being used to construct lessons and group students accordingly. Further professional development in differentiation and catering for the needs of all students will be a continued focus for UPS.

#### Teaching

Overall we concluded that we are Delivering in regards to the Teaching domain. The evaluation team identified that whilst significant improvements have been made in lesson planning, explicit teaching, feedback and staff development in data skills and use, there is still a need for further enhancement and school wide professional development to ensure effective application of the elements mentioned above. Our data use in beginning to flourish with the K–6 implementation of Moderated Writing and the executive team is learning how to use that information to drive programming and acquisition of resources. The use and implementation of Progressive Achievement Test (PAT) data is also new this year and all staff are using the information as a tool to measure progress and to triangulate teacher assessment data. UPS has a continued focus on professional development and alignment to the professional standards and has implemented structures to enable collaboration to take place in school hours on a weekly basis. We have created the position of instructional leader to continue to develop the expertise in staff and to allow in class visits to witness best practice and demonstration lessons. There has been a strong focus on Literacy in the past 12 to 18 months with planning for more in–depth training in Numeracy. The evaluation committee are confident that in the not too distant future UPS can safely say that the level of Sustaining and Growing has been achieved.

#### Leading

There has been a strong emphasis on the area of Leading in more recent times to ensure that strengthened educational leadership, school planning, school resources and management practices were delivered in a timely and manageable fashion. This focus has resulted in streamlined and effective systems that enhance the managing and day to day functioning of the school. The evaluation committee, in considering all available evidence, agreed that UPS is Sustaining and Growing in the Leading domain. There has been considerable shifts in educational leadership to develop a culture of high expectations and to implement systems and protocols to address issues. Considerable thought has been given to the continual development of leadership skills and capacity development in all of the executive team and within our teaching cohort. The implementation of the 2018–2020 school plan continues to drive the school forward as a working and fluid document – it is at the forefront of everything we do and evidence can be seen throughout our submission as confirmation. Evidence to support the effective use of school resources is also paramount in the submission with all resources aligned to support the School Plan and the SEF. As an executive team we are committed to further developing the area of Educational Leadership now and in the future.

Our self–assessment and the external validation 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 Teaching and Learning Systems

#### Purpose

To build a culture of high expectations and collaboration based on effective use of data and evidence based practices to enhance pedagogy and school wide assessment practices and progress monitoring.

#### Overall summary of progress

The schools evidence based approach to continues to develop across the school. The Challenging Learning Process has enabled collection of baseline data highlighting areas of strength and improvement of pedagogical practices across the school. The initial tracking of students writing progress in Moderated Writing from K to 6 and and Progressive Achievement test data has occurred and will continue to develop over time. Professional development focused on using data to make informed decisions in the classroom. Teachers completed Phase 1 of Focus On Reading training. Bump It Up Walls used in many classrooms across the school and Learning Intentions and success criteria included in programming documents.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in data skills and use to inform teaching practice.	\$50000 Instructional Leader  \$8000 Moderated Resources and Development.  \$3000 Progressive Achievement Testing  \$22000 Challenging Learning Process	<ul style="list-style-type: none"><li>• All staff presented with moderated writing data and themes throughout the year. Development of continued Consistent teacher Judgement and development of 'Must Do' assessment strategies K–6 to inform teaching and learning practices.</li><li>• Professional development with Internationally acclaimed educator James Nottingham on feedback and mindset pedagogy.</li><li>• Many rooms across the school using Learning Intentions/ Success Criteria</li></ul>
Increased levels of collaboration and classroom observation to develop pedagogy. (frequency of observations)	\$60000 Additional RFF timeslots for purposeful collaboration  \$50000 stage planning days	Baseline data collected via the Challenging Learning Process highlighting strengths and areas for future collaborative dialogue and planning.  QTL Team implementing PD on Bump It Up Walls and use of Hover Cams to provide feedback to students.
Increased student achievement in Literacy & Numeracy through internal and external performance measures.	\$3000 Progressive Achievement Testing	All students 1–6 participating in PAT testing for the first time. Teachers using data to triangulate school based assessment. NAPLAN shows 72% of Year students had at or above expected growth in Reading.
Increased student achievement for Aboriginal and Torres Strait Islander students through internal and external performance measures.	\$58737 SLSO's and resources	Significant increase in Aboriginal and Torres Strait Islander students showing in aspects of NAPLAN, especially in Literacy.

#### Next Steps

- Continue the Challenging Learning Process developing all staff in their roles.
- Identifying coaches to support staff in the implementation of action learning.
- Continue providing effective staff development and value add to the programs that were implemented in 2018.
- Utilise baseline data/ student assessment data to make whole school/ class based decisions

## Strategic Direction 2

### Wellbeing

#### Purpose

To implement a consistent approach to well being which will strengthen student's cognitive, physical, social, emotional and spiritual development in order to develop confident, engaged and informed citizens.

To create an environment that is supportive and will empower our school community members so that they are happy, feel safe and can make positive choices.

#### Overall summary of progress

Ulladulla Public School's wellbeing team were able to establish a set of core values/school rules to promote within the school community following extensive surveying of students, staff and parents/carers. The school's wellbeing policy and wellbeing matrix were updated to reflect these changes. Specific training was undertaken by all staff to ensure consistency and promotion of these ideals happened via various learning experiences and interactions with students and parents/carers.

Members of the wellbeing team investigated educational programs that are intended to develop student's resilience and provide opportunities for students to develop positive behaviour techniques. Following evaluations, specific staff members were selected to receive training in Mindfulness at the Nan Tien Temple and to implement such programs in 2019.

A range of whole school activities were successfully implemented in order to empower our school community. Planning has started to implement our Welcome Picnic at the start of the 2019 school year.

The wellbeing team strive to achieve so that all members of our school community can connect, succeed and thrive as outlined in 'The Wellbeing Framework For Schools'. This level of achievement was recognised when Ulladulla Public school went through the external validation process in 2018 and was rated as 'Sustaining and Growing' and moving towards a mark of 'Excelling'.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>90% of students demonstrate resilience and positive behaviour techniques in the classroom and playground (data indicates decrease in negative behaviour from previous years).</li><li></li></ul>	<p>\$2000 – Professional Development</p> <p>\$10000 – Signage</p>	<ul style="list-style-type: none"><li>Specific staff members were trained in a Mindfulness program. Consequently, this has positively supported well being programs within the school and assisted students with behaviour difficulties.</li><li>43 students or 5.6% of the student population received 2 or more reflections for negative behaviours. 12 students or 1.58% of the student population received more than 3 reflections in the year.</li><li>Specific signage to promote the school rules and positive behaviour was ordered, however, installation has been delayed. Signs will be installed at the beginning of 2019</li></ul>
<ul style="list-style-type: none"><li>Deduction in recorded negative incidents for Aboriginal Torres Strait Islander students.</li></ul>	<p>\$2000 – Professional Development</p> <p>\$10000 – Signage</p>	<ul style="list-style-type: none"><li>Ulladulla Public School has a 9% Aboriginal and Torres Strait Islander student population. Only 4 students (7.24% of the Aboriginal and Torres Strait Islander student population ) received 2 or more reflections for negative behaviour.</li></ul>
<ul style="list-style-type: none"><li>Parent, staff and student surveys indicate the whole school community has a clear understanding of the school values and behavioural</li></ul>	N/A	<ul style="list-style-type: none"><li>School wide surveys demonstrated that the majority of our school community have a good understanding of our shared school values and behaviour expectations.</li><li>All staff can articulate the school rules.</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
expectations.		<ul style="list-style-type: none"> <li>• School wide surveys demonstrated that the majority of our school community have a good understanding of our shared school values and behaviour expectations.</li> <li>• All staff can articulate the school rules.</li> </ul>
<ul style="list-style-type: none"> <li>• Increasingly positive responses from school and staff surveys (Tell Them From Me Survey).</li> </ul>	\$8000.00 invested into setting up the school's Welcome Picnic	<ul style="list-style-type: none"> <li>• The majority of school and staff surveys indicate that Ulladulla Public School is a school that positively supports the wellbeing of all members .</li> <li>• Our welcome Picnic was well received by the school community and generated a positive vibe to the start of the year as well as developing relationships between staff and parents.</li> </ul>

## Next Steps

- Install signage across the school to promote school core values/rules.
- Mindfulness coaches to implement targeted activities to promote student resilience and train staff in the fundamentals of the program.
- Closely monitor student behaviour via school systems to see if programs have a positive influence on student behaviour.
- Implement Welcome Picnic and evaluate its effectiveness in terms of building relationships within our school community.
- Create more play options (Climbing Frame, Multi-Sensory Garden, Obstacle Course) for students' playgrounds.

## Strategic Direction 3

### Innovative Student and Teacher Practices

#### Purpose

#### To engage students and teachers in developing innovative skills for the 21st Century by:

- Engaging in collaboration and self-improvement
- Developing best practice approaches to using innovative technologies in teaching and learning
- Resourcing our learning environment with the capacity (infrastructure) to deliver high quality, differentiated teaching and learning digital technologies

#### Overall summary of progress

Ulladulla PS staff participated in peer led Innovative Technologies Workshops throughout 2018 to enhance their understanding and expertise in using innovative digital technologies and of practices within the school environment. As a result, students and staff have increased their engagement in online coding applications and the use of physical coding tools such as Sphero robotics to build student computational and algorithmic knowledge and awareness. Staff and students are also enthusiastically sharing their learning using on-line environments such as Google Docs and Google Classroom. An ICT Continuum of Skills was developed by our Innovative Practices sub-committee to assist staff in developing integrated classroom programs to better meet the needs of our students as they progress their technology skills and understanding.

Our Innovative Practices team drew inspiration from a visit to the Future-Focused Learning Space at Australian Technology Park, immersing in future-focused pedagogies and designing flexible learning spaces workshops. Our staff continue to collaboratively plan, share and prototype ideas for innovative learning spaces in classrooms across our school.

School technology infrastructure was enhanced throughout 2018 to cater for the growing digital learning needs of our students. Primary classrooms were resourced with 6–8 notebook computers each, Infants classrooms were resourced with 6 iPads, interactive panels were installed to replace outdated projector whiteboards and planning for the Connecting Country Schools WiFi Program was carried out for upgrade in early 2019.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Increased visible student and teacher use of innovative digital technologies to increase their understanding of the their world</b>	\$24 584.40 40 x HP notebook computers \$40 000 8 x Interactive Panels \$2 500 Employ technology support teacher to image school computers to Windows 10 \$6 000 Elite Desktop computers for classrooms	<ul style="list-style-type: none"><li>• Classrooms equipped with new and upgraded technology to enhance student and teacher learning.</li></ul>
<b>Increased engagement of school community with a variety of multimedia communication channels. (eg School Website, Facebook).</b>		<ul style="list-style-type: none"><li>• Our social media presence has had a dramatic effect on school communication and feedback in 2018. Responses from our 2018 School Website survey indicated that there is an increase in parents utilise direct links to information on both our school website and Facebook page.</li><li>• 2018 saw a marked increase in community attendance at Ulladulla PS. Crowd numbers were substantially higher at our Open Days, Book Week Parades and weekly assemblies. Parent / Teacher</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Increased engagement of school community with a variety of multimedia communication channels. (eg School Website, Facebook).</b>		Interview numbers was also higher with over 80% attendance as evidenced by our 2018 Parent / teacher Interview survey.
<b>All teaching and learning programs reflect innovative digital technology practices.</b>	\$4 000 Australian Technology Park team visit  \$1 600 Games & Gadgets Conference  \$2 000 casual relief for sub-team to draft ICT Continuum of learning	<ul style="list-style-type: none"> <li>• Staff engage with a Design Thinking process to identify the learning and teaching needs of our school and redesigning space to address these needs and effectively support new and emerging pedagogies.</li> <li>• Staff collaboratively planning and sharing ideas to enhance digital technology knowledge and understanding, and the use digital technologies as tools for teaching and learning.</li> </ul>

## Next Steps

Our next steps are to ensure Ulladulla PS continues to provide extensive opportunities for colleagues to collaborate across stages and teams to encourage all staff to expand their knowledge of technology practice and encourage those who are less confident. Consistent timetabling of staff-led professional learning meetings is key to ensuring ongoing exposure of technology practice and learning in the classroom. We intend to broaden our scope of experience by organising visits to schools in Sydney to observe Innovative Learning Environments . Designing flexible learning spaces, and design thinking action-research will be our next steps to ensure our learning spaces empower students to collaborate, to use critical thinking, to solve complex problems and become mindful global citizens.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$58737	<ul style="list-style-type: none"> <li>• Improved programming documents inclusive of Aboriginal Perspectives across stages.</li> <li>• Enhanced relationships with local AECG and Lands Council.</li> <li>• 2nd in the State for NAIDOC Public Speaking Competition.</li> <li>• Invitation to perform at Excel, Achieve, Succeed Awards, High School and Local community events.</li> <li>• Purchase of yarnning circle.</li> </ul>
<b>English language proficiency</b>	\$14563	<ul style="list-style-type: none"> <li>• one to one support for our students with EAL/D to enhance language proficiency.</li> </ul>
<b>Low level adjustment for disability</b>	\$135347	<ul style="list-style-type: none"> <li>• The school's Learning and Support Team processes have been enhanced with a focus on supporting teachers in personalising learning and support. As a result, differentiation is embedded into teaching and learning programs. The school used the National Consistent Collection of Data (NCCD) to engage teachers in meaningful professional dialogue about how to cater for the varied needs of students in their classes and the learning and support teacher facilitated classroom teachers' discussions about adjustments to support individual student learning. Specialist LaST teachers and SLSOs have been employed to further enhance and support student learning across Literacy and Numeracy.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$134930	Used to provide all Assistant Principals with extra release to develop leadership capacity and provide mentoring and development for teams across the school.
<b>Socio-economic background</b>	\$316385	<ul style="list-style-type: none"> <li>• Classroom teachers and the specialist LaST teachers collaboratively plan, implement and monitor individualised learning programs of support for students identified as requiring a learning adjustment or accommodation. Student progress has been tracked and review school based data.</li> <li>• Soundwaves and i-maths programs and resources purchased for every child K-6.</li> <li>• Financial assistant provided where necessary.</li> <li>• Purchasing of resources to support teaching and learning programs.</li> </ul>
<b>Support for beginning teachers</b>	\$27572	<ul style="list-style-type: none"> <li>• Two teachers received the additional funding to support their professional development throughout 2018. Time was provided to observe and team up with mentors to improve teaching practice and to attend Professional Development sessions.</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	344	373	372	391
Girls	336	353	363	353

Student numbers have continued to grow in 2018 with 28 mainstream classes (14 Infants and 14 Primary) and 5 support classes in operation.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.7	93.2	94.2	94
1	93.2	95.1	93.6	94.7
2	94.4	94	93.8	93.8
3	93.8	94.6	94.6	93.6
4	95.6	94	94.4	93.3
5	93.9	93.9	92.5	94.1
6	94.3	92.8	94.6	94.2
All Years	94.4	93.9	93.9	94
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Regular and consistent attendance is essential to student progress and social development. All teachers monitor their class attendance on a daily basis. All students are expected to attend school. Class rolls are legal documents. When a student is absent the parent/carer will normally send a note to the class teacher to explain why the student has been away. Teachers will commonly be the first point of contact with parents and carers if there is a concern about attendance or if we see a pattern of non-attendance

occurring, which includes being late to school or leaving early. Our school's Learning and Support Team closely monitor attendance and will provide follow up to parents if attendance becomes a concern. This sometimes leads to the creation of a student attendance plan. Ulladulla Public School is also supported by a District-based Home-School Liaison Officer (HSLO) who monitors school attendance. The HSLO may follow-up on individual cases where there are serious concerns about attendance. Our aim is to establish regular full-time attendance by all students.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	31.22
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.2
School Administration and Support Staff	9.67

\*Full Time Equivalent

The school has 2 identified Aboriginal Teachers and 3 Aboriginal Student Learning Support Officers.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	67
Postgraduate degree	33

### Professional learning and teacher accreditation

All staff have completed their mandatory Professional Development Plan and were able to access support and training to meet these goals. This support ranged from in class support to support in developing and strengthening leadership skills.

3 teachers successfully completed their Teacher Proficiency accreditation in 2018.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	426,201
<b>Revenue</b>	7,108,391
Appropriation	6,910,360
Sale of Goods and Services	10,343
Grants and Contributions	181,119
Gain and Loss	0
Other Revenue	2,627
Investment Income	3,941
<b>Expenses</b>	-6,955,954
Recurrent Expenses	-6,955,954
Employee Related	-6,189,151
Operating Expenses	-766,803
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	152,437
<b>Balance Carried Forward</b>	578,638

At Ulladulla Public School, the financial management process includes:

- a finance committee consisting of the Principal, Senior Office Manager (SAM), and Deputy Principals;
- individual program budgets aligned to each strategic direction and operational budget for other committee areas;
- team leaders for each budget area with authority to expend within each financial limit, overseen by the finance committee and budget tracking tools;
- the finance committee meets regularly to oversee reports, monitor expenditure and adjust as required.

In 2018 the school invested and identified programs required to maintain, improve and upgrade school resources and facilities. These program included:

- continued upgrade of and acquisition of digital technology resources to support students in the growth of productive and creative technology;
- further upgrades to office spaces. communication systems and PA systems including updated evacuation signalling across the school;

- subscriptions to educational resources for all students and teachers such as i-maths, soundwaves, moderated writing & Progressive Achievement Testing (PAT);
- implementing consistent programs and ensuring they are well-resourced to have maximum outcome attainment;
- acquiring playground equipment, school signage and climbing frame to be constructed 2019;
- Upgraded Library furniture to promote a central learning hub and facilitate future focused learning;
- Professional development and acquiring the services of James Nottingham through the participation of the Challenging Learning Process;
- Additional passive play options for students.

Expenditure of balance carried forward is inclusive of Library initiative, playground equipment, climbing frame and well being initiatives such as well being week activities 2019 and John Coutis student, staff and community awareness program. Temporary staff salaries are also present in the carry over figure.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	4,759,989
Base Per Capita	148,113
Base Location	16,353
Other Base	4,595,523
<b>Equity Total</b>	600,136
Equity Aboriginal	58,737
Equity Socio economic	316,385
Equity Language	14,563
Equity Disability	210,450
<b>Targeted Total</b>	958,867
<b>Other Total</b>	241,437
<b>Grand Total</b>	6,560,430

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

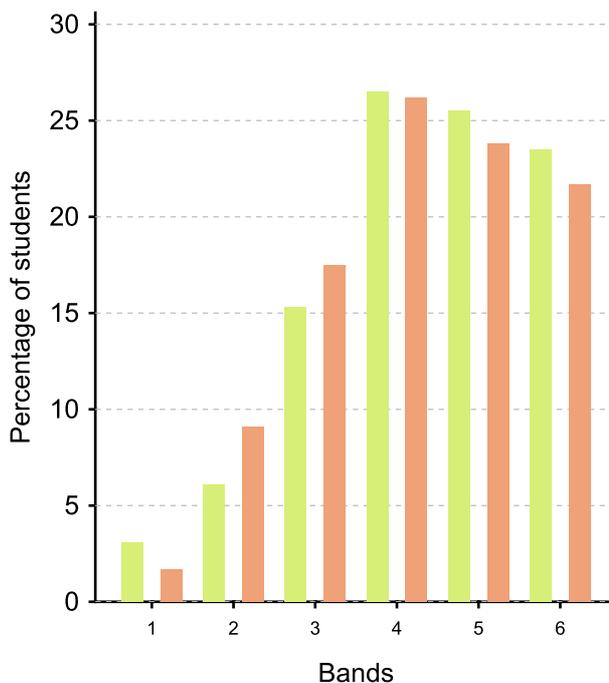
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

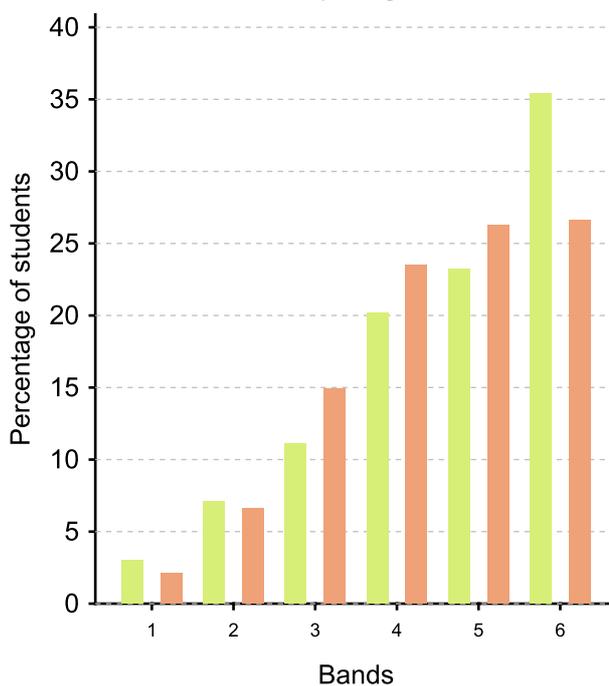
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 continued steady growth in Spelling with 59% achieving at Proficient (top two bands), up from 42% in 2016. Reading too indicated growth with 49% achieving at Proficient compared to 36% in 2016. . Year 5 students achieved strong growth in Reading with 74% achieving at or above expected growth. Growth in Spelling and Grammar and Punctuation was at or above State expectation. A focus for future improvement will be to increase the percentage of students in Year 3 and Year 5 in the top two bands for writing.

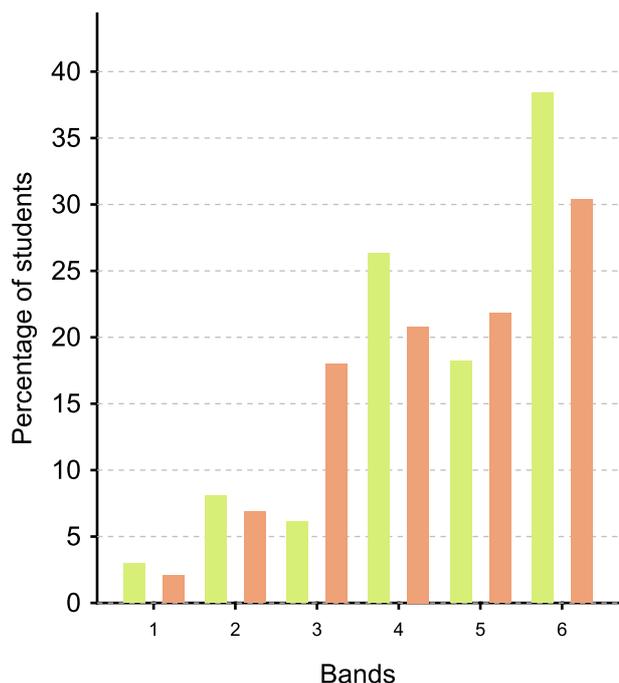
Percentage in bands:  
Year 3 Reading



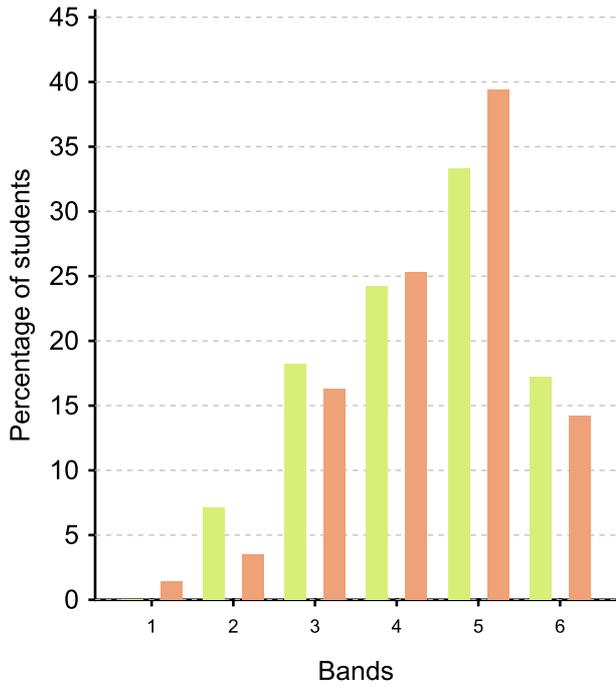
Percentage in bands:  
Year 3 Spelling



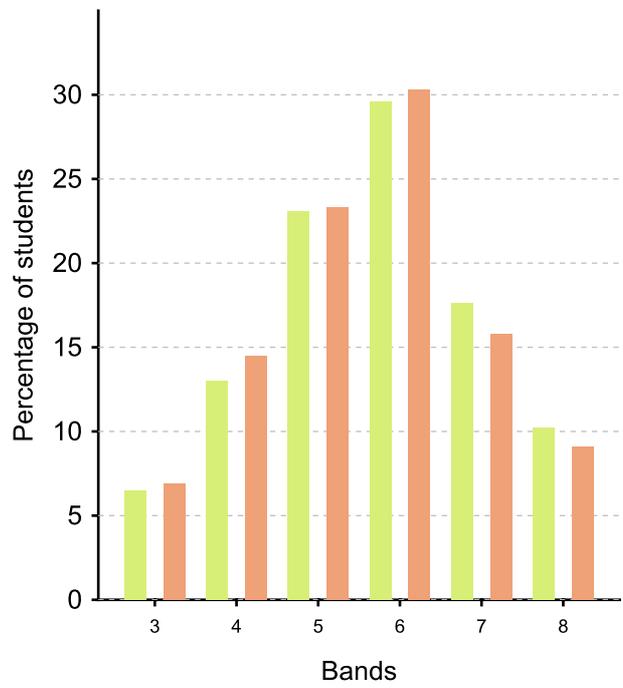
Percentage in bands:  
Year 3 Grammar & Punctuation



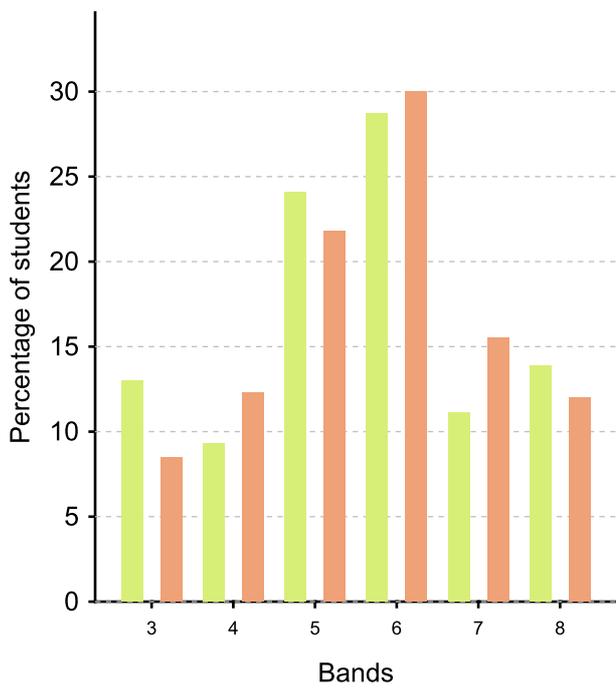
**Percentage in bands:**  
Year 3 Writing



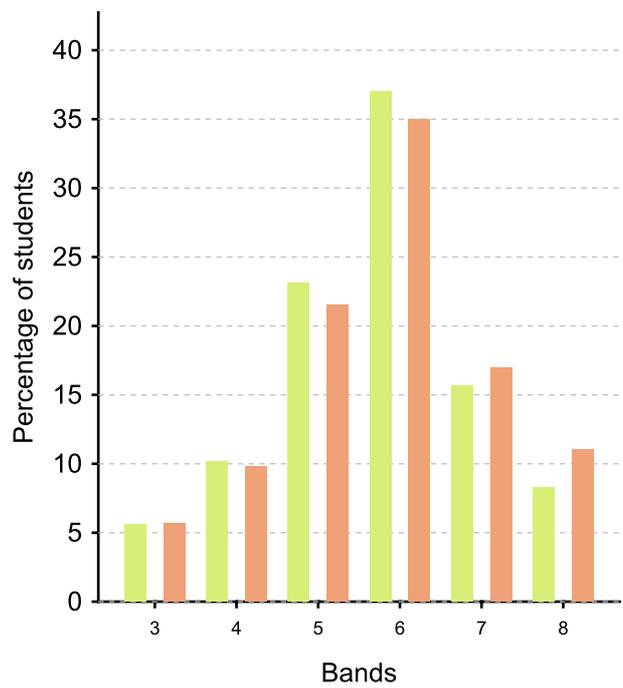
**Percentage in bands:**  
Year 5 Reading



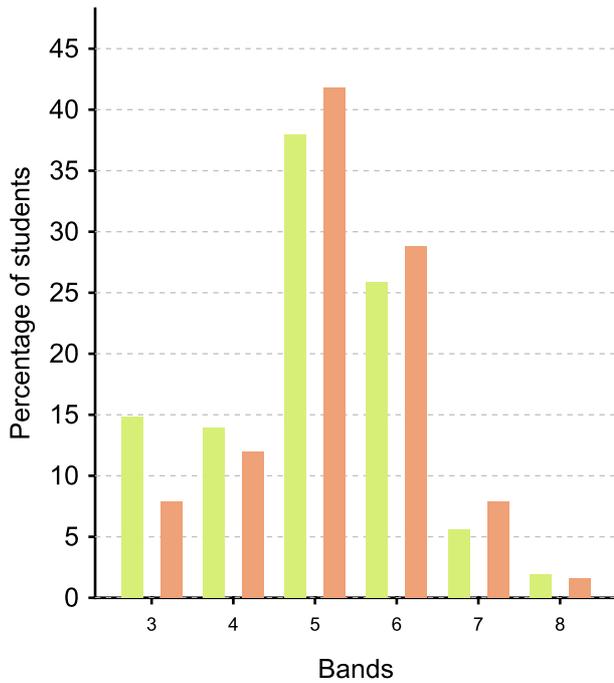
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling

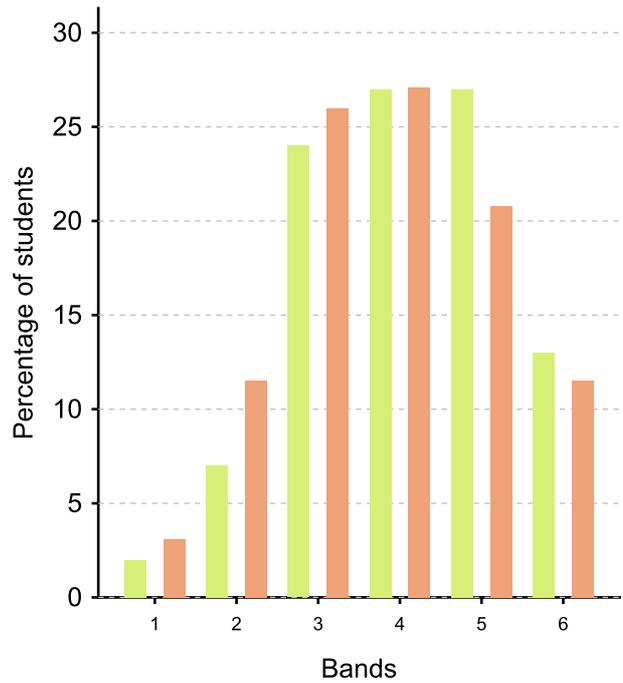


**Percentage in bands:**  
Year 5 Writing

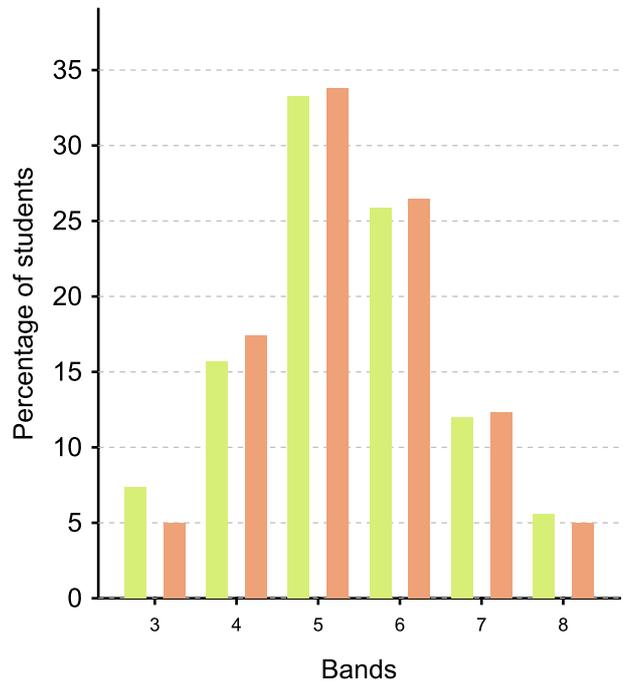


Year 3 continued steady growth in Numeracy with 40% achieving at Proficient (top two bands), up from 28% in 2016. There have been reductions in the number of Year 3 students achieving at or below National Minimum Standards from 18% in 2016 to 9% in 2018. Year 5 continued steady growth in Numeracy up from 38% in 2016 to 56% in 2018. Students have demonstrated continued achievement and growth in Numeracy with 40% of students achieving at Proficient level, significantly stronger than previous years (29% 2017, 28% 2016).

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



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.

In 2018, in accordance with the Premier's priorities: *Improving education results*, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy. At Ulladulla Public School, in Year 3, 49% of students were in the top two bands for reading and 36% in numeracy. In Year 5, 28% of students were in the top two bands for reading and 17% in numeracy.

In 2018, in accordance with the State Priorities: *Better services – Improving Aboriginal education outcomes* for students schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy. At Ulladulla Public School, in Year 3, 29% of Aboriginal students were in the top two bands for reading and numeracy. In Year 5, 43% of Aboriginal students were in the top two bands for reading and 29% in numeracy.

## Parent/caregiver, student, teacher satisfaction

Parents completed the Student Back Pack survey to guide the principles and values of our school leading to a huge intake of surveys outlining the values reflected in our school community.

Qualitative conversations were conducted with many parents throughout the year with the focus on continued school improvement – this resulted in many ideas and issues being addressed. Furthermore, all parents were invited to provide feedback for the new reports that were introduced in 2018 in the first semester. This provided a spring board for increasing the quality and readability of students reports for the second semester. Parents were also invited to provide feedback on our webpage and its construction.

Opportunities for community to participate in the School Excellence Framework Self Evaluation was provided. Ulladulla Public School always welcomes feedback from the community and is always seeking to better meet the needs of our community.

Teachers have been apart of the School Excellence Framework Self Evaluation process and have given input into school plan and strategic directions. Teacher and student voice was heard in collecting baseline data for the Challenging Learning Process.

## Policy requirements

### Aboriginal education

Ulladulla Public School employed an Aboriginal Education Worker in 2018 to oversee and promote Aboriginal Education at Ulladulla Public School. The school ensures that programs include Aboriginal perspectives and all Aboriginal students have a Personalised Learning Pathway (PLP). The school seeks support from the Aboriginal Education Consultative Group and the local Lands Council to ensure information included is accurate. The local Aboriginal community are involved in learning when students participate in excursions around Aboriginal

history.

### Multicultural and anti-racism education

All staff include the multicultural perspectives as required by the Department of Education. Staff also take advantage of events such as Harmony Day and Multi Cultural day to emphasis the need for tolerance and the multicultural aspect of Australia.

The school has a trained anti-racism officer. Staff ensure that students are provided with support to build a culture of respectful and tolerant behaviour toward each other.