



## Introduction

The Annual Report for **2018** is provided to the community of Ulong Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Surinder Kaler

Principal

### School contact details

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### Message from the Principal

On behalf of the students, staff and community of Ulong Public School it is my pleasure to share some of our achievements of the year 2018. There are a vast array of wonderful educational opportunities that occur daily at this small school of excellence.

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

The six Board of Studies Syllabuses including English, Mathematics, Science & Technology, Human Society and Its Environment, Creative Arts, Personal Development Health and Physical Education are fully implemented and all learning programs have their roots within the syllabus documents. We believe in the principles of continuous assessment for learning as well as skill mastery and we endeavour to recognise and celebrate progress and achievement as we travel the learning curriculum. In 2018, our Year 3 and 5 students sat for the National Assessment Program in Literacy and Numeracy. Our school results were excellent as every student showed outstanding growth.

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

In 2018 we enhanced the school to give it a fresher look for the students by setting the classrooms in a 21st Century learning environment, installing bright, colourful pencils around the fence with our core values written on them to remind our students of such, and Designing a Kids Matter cafe; for parents to have a safe place to have a yarn with other families and to be a part of their child's learning.

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

Surinder Kaler

Principal

## School background

### School vision statement

At Ulong Public School, our students are the heart of our vision. We believe it is our job to ensure they are equipped to lead a full and happy life in this 21st Century – meaning that academic, creative, social and physical skills receive equal attention. This is reflected in the broad range of programs we offer. We place enormous value on the partnerships between our school and our local and wider community to ensure our students become lifelong, responsible learners.

### School context

Ulong Public School is situated in the village of Ulong forty kilometres west of Coffs Harbour on the Mid North Coast of New South Wales. It is an isolated rural and remote village with a school FOEI of 162. The school receives additional funding of \$27,903 do to the school's location. This funding is used to reduce the impact of isolation by using video conferencing and interactive facilities in the classrooms. Virtual tours, as well as subsidising excursions and travel costs ensure full participation in excursions that would otherwise not be possible for all students.

The school is classified as a TP2 primary school with total enrolment of 26 students. There are a number of staff including: a teaching principal; a second classroom teacher; a temporary part-time teacher for 3 days and a library teacher. To cover the release from face to face program, learning support and library; a school learning support officer for 3 days to run Multi and Mini Lit Programs; a general assistant for 1 day; and the school administrative manager for 3 days a week. All staff are highly skilled and passionate about their work. The school is an active partner in the Orara Valley Learning Community of schools. Students participate regularly in community events and competitions and Orara Valley Learning Community activities. They interact with other valley students to experience extension activities in academic areas such as gifted and talented programs, enrichment days, debating and sporting events and carnivals.

## 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.

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

LEARNING: Inquiry and Innovative Learning

### Purpose

We will inspire and create educational environments where critical skills are developed through innovative, dynamic teaching and learning practices. Students will develop a greater capacity for independent learning, self-regulation and critical thinking and are able to articulate their learning, take risks, set learning goals and track their own progress, to become successful learners.

### Overall summary of progress

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

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students are achieving at or above expected growth in school based assessments.	Disability funds \$8000.00 were used to implement a SLSO to support students to improve their reading and writing skills.	students improved their learning outcomes and NAPLAN results showed that the students were at the expected growth.
Each students Plan 2 data demonstrates at or above expected growth.	Early Action For Success funds and Literacy & Numeracy Professional Learning funds were used to release teachers.  \$4500.00	Teacher released to attend Early Action for Success professional learning.  Teachers actively engaged in quality rounds of lesson observations.

### Next Steps

Continue to inspire and create educational environments where critical skills are developed through innovative, dynamic teaching and learning practices.

Continue to develop students capacity for independent learning, to self-regulate and be critical thinkers that are able to articulate their learning, take risks, set learning goals and track their own progress, to become successful learners.

Continue to Implement Project based learning.

Continue to utilise digital portfolios.

Continue to Implement and differentiate to cater for all learning needs.

## Strategic Direction 2

TEACHING: Literacy & Numeracy

### Purpose

We will ensure all teachers are committed to identifying, understanding & implementing the most effective, explicit teaching methods, with the highest priority given to evidence-based teaching strategies & Learning Sprints..

### Overall summary of progress

The Staff continued to implement quality programs to ensure students are meeting desired outcomes. Evidence based research and statistics were provided to broaden teacher understanding and that ensured staff were able to meet the needs of all students. Teachers collaborated with other staff from the Orara Valley Community of schools to strengthen relationships and shared ideas and resources. L3 Ongoing professional learning assisted teachers in consolidating their literacy teaching skills.

Classroom teachers have participated in daily number talks. Through the Building Numeracy Leadership (BNL) professional learning the strategies from 'Talk Moves' are evident through lesson observations and teacher programs. Staff have recognised the need to concentrate on more complicated number talks, whilst still revisiting strategies for quick recall of basic number facts to ensure all students develop fluent mental computation skills.

Staff participated in a Conceptual Programming workshop in Sydney. The training resulted in the development of a unit of work that was implemented to Stage 2 and 3 involving point of view, perspective and resilience. This unit will be continued by Orara High School in Term 1, 2019.

Students participated in Aboriginal Language lessons commencing in Term 1 and continued throughout the year. They played games and learned basic vocabulary including numbers, animals and verbs. Students also learned Aboriginal songs and participated in a smoking ceremony to celebrate NAIDOC week.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School achieves excellent value added results, significantly above the values added by the average 'like' school.	\$12000 were used from Aboriginal & Socio Economic Background funds.	Students are showing improvement in reading, writing and numeracy skills. SLSO is employed to support students to improve their reading & writing skills.
100% of staff have Implemented Learning Sprints & developed a quality, sequenced program in numeracy, reading & writing.	\$3500 were used from Professional Learning.	Staff was released to liaise with the Instructional Leader and other colleagues to develop quality programs and implement them in the classroom to improve student outcomes.  Staff also were released to develop their understanding in the new Learning progressions.
100% of students K – 6 are achieving grade appropriate markers in reading & comprehension by 2020 on the learning progressions.	\$1000 from Professional learning and \$2500 from Low Level Disability funds were used.	Teachers worked closely with the Instructional Leader to plot the students on Plan Data 2.. The Data showed that students were on the right track and were slowly working towards achieving stage appropriate markers.

### Next Steps

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

Professional learning will continue to focus on EAF's, L3 strategies and Conceptual programming to improve teacher competencies, which will allow teachers to implement them successfully in their classrooms.

Different teaching staff than last year will be supported in professional learning for L3 and number talk strategies to

ensure sustainability of knowledge in the school over a period of time.

Teachers will continue to develop differentiated teaching units.

Continue with conceptual programming with Lowanna, Glenreagh and Orara high school to provide students with smooth transition in high school.





## Strategic Direction 3

LEADING: High Expectations and Shared Responsibility for School Improvement

### Purpose

We will seek to create a school community that has a shared responsibility to fostering a school wide culture of high expectation and works in a diligent and sustainable way to embed a system of values that builds a highly developed social conscience and a culture of success.

We will build quality relationships where all stakeholders feel they belong and their contributions are valued. These are supported by clearly defined roles and responsibilities for all community members.

We will build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

### Overall summary of progress

Teachers continued to develop deep understandings in authentic pedagogy that is reflective of the NSW Quality Teaching Framework and is highly engaging for students..

Staff portfolios of evidence aligned to PDP process, Australian Professional Teaching Standards, School Management Plan.

Student, staff and parent surveys reflected greater satisfaction with the schools student well being practices.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Move the school from delivering to excelling in Leading/Educational Leadership/High Expectations Culture in the School Excellence Framework.	Socio-economic background Funds spent on Teacher professional Learning \$10000.00	Teachers were more confident in setting goals to improve the school culture and learning programs from delivering to excelling.
100% of staff have engaged in Professional Learning that is aligned to the School Management Plan and the Australian Professional Standards for teachers.	\$3000 were used from Location funds to support the teachers with their professional learning goals.	All Professional Learning was aligned to teachers PDP Goals that were aligned to Australian Professional Standards and the school management plan..
Teachers produce substantive evidence to support their improvement in Pedagogy.	QTSS funds were used to release teachers to collect evidence to support their improvement in learning Pedagogy.	Teachers were able to have a comprehensive program that was practical and had evidence as a supporting document to show student improvement.

### Next Steps

Move the school from delivering to excelling in Leading/Educational Leadership/High expectations Culture in the School Excellence Framework.

100% of staff have engaged in Professional Learning that is aligned to the School Management Plan and the Australian Professional Standards for teachers.

Teachers produce substantive evidence to support their improvement in Pedagogy.





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	SLSO employed & aboriginal tutor employed = \$7000	Students reading improved and students were interacting more in Gumbaynggirr language.
<b>Low level adjustment for disability</b>	Staff employed for a year every Wednesday and a SLSO employed for 6 hours split in 2 days to support students to improve their learning by implementing Mini Lit & Multi Lit programs.	Students are benefiting by having the school split in 2 classes that is easy to manage in multi stage classes. Teacher is able to work in small groups K-2 & 3-6 classes. SLSO has enhanced student reading and has worked one on one with student to support the students in writing.
<b>Quality Teaching, Successful Students (QTSS)</b>	3,852= It equals to about 14 half days a year. Employing casuals to release teachers for quality lesson observations.	Teachers felt supported through the journey of learning and implementing the new learning progressions. Teachers got an opportunity to see and discuss issues that they face in their classroom and also to see what works in other schools and classrooms.
<b>Socio-economic background</b>	\$38,314	
<b>School Support Allocation (Principal Support)</b>		
<b>Early Action For Success</b>	\$2,220.00 + \$500 = \$2720.00	



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	10	14	10	10
Girls	14	11	10	13

Ulong Public School is a small school that provides the advantage of teaching students to interact on the basis of interests rather than gender, abilities and or age. All students, regardless of gender or age, learn, play, co-operate and communicate together, which encourages gender equality and acceptance of each other's differences.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	88.8	98.3	93	78.1
1	94.9	86.7	96.2	87.7
2	93.8	91.4	89.7	90.9
3	96.5	90.8	79.6	87.4
4	91.8	95	88.2	86
5	94.7	89	91.5	87.7
6	95.2	93.7	87.4	84.7
All Years	93.6	92.1	89.4	86.2
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

Student attendance is marked each day by the classroom teacher. If a student is absent, on the day of return, they are given an absence note to take home for parents/caregivers to sign and give reasons for absence. If the note has not been returned promptly a subsequent note is sent home with the dates absent

listed, for the parent/caregiver to complete and sign. If this note is not returned then the absence is unjustified.

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

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

Partial absences are recorded by the parent/caregiver completing a red (late arrival) or a green (early departure) note at the office. The absence is then entered in ebs–Central.

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.39
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.8

\*Full Time Equivalent

Ulong Public School has continued to employ one staff member to teach Gumbaynggirr language to the students on a one–day per week basis. We have celebrated NAIDOC week and held aboriginal skills and art classes to give students hands on experience.

Ulong Public School has a part time teacher who is responsible for the literacy and numeracy needs of the K–2 students. She is responsible for implementing the EAfS and L3 strategies in the classroom. The teacher works closely with an Instructional Leader to assist her with important skills and planning.

*An experienced science and technology teacher was employed one day a week to teach Science and Technology including coding and 3D printing. The school also employed a teacher one day a week to focus on sports and a teacher one day a week to teach music. The school believes in employing teachers with particular strengths to enable our students to get the best results.*

*The school employed a LAST to assist students with learning difficulties one day a week and the school counsellor comes to school 1 day every fortnight.*

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	0
Postgraduate degree	100

## Professional learning and teacher accreditation

Throughout 2018, staff at Ulong Public School participated in a range of professional learning activities. Professional learning opportunities included workshops, conferences, video conferences, Adobe Connect sessions and training days on a range of topics.

Professional learning for staff included but was not limited to:

Throughout 2018, teaching staff were actively engaged members of the professional learning community. Nymboida Public School staff participated in the following courses, conferences and training:

### Teaching Staff:

- Face to Face Anaphylaxis training
- Face to Face CPR training
- E-Emergency care
- Child Protection 2018 update
- L3 training
- EAFs training
- BNL training
- Scout training
- PDHPE Conference
- Live Life Well at school training
- Understanding Autism—with Sue Larky
- PBL (Positive Behaviour Learning) Framework training
- PBL (Project Based Learning)
- Creative Minds
- Coding in the classroom
- Oliver training

### Principal:

- North Coast Primary Principals conference
- Primary Principal Association meetings
- Orara Valley Community of Small Schools meetings
- Director meetings/School visits
- Coffs Principals Network meetings
- Coffs Principals Professional Learning Day
- 2018 Planned School Budget Report Workshops & eFPT training.

### SASS Staff:

- 2018 Child Protection update
- First Aid training.

- 2018 Planned School Budget Report Workshops & eFPT training.
- SAM's Network meetings.
- Your Resilience in work place

### Teacher Accreditation:

75% of teaching staff are registered with the NSW Institute of Teachers at the level of Professional Competence and have successfully completed their first maintenance period.

## 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>	201,411
<b>Revenue</b>	481,200
Appropriation	464,500
Sale of Goods and Services	36
Grants and Contributions	14,171
Gain and Loss	0
Other Revenue	0
Investment Income	2,493
<b>Expenses</b>	-446,213
Recurrent Expenses	-446,213
Employee Related	-411,493
Operating Expenses	-34,720
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	34,987
<b>Balance Carried Forward</b>	236,398

The three financial summary tables cover 13 months (from 1 December 2017 to 31 December 2018).

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

### **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>	437,143
Base Per Capita	3,867
Base Location	11,497
Other Base	421,779
<b>Equity Total</b>	70,699
Equity Aboriginal	7,193
Equity Socio economic	38,314
Equity Language	0
Equity Disability	25,192
<b>Targeted Total</b>	0
<b>Other Total</b>	11,167
<b>Grand Total</b>	519,009

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– Literacy and Numeracy, 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.

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

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

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

Due to reporting requirements, we are unable to display graphs or NAPLAN results as there were less than 10 students who completed the testing. The My School website provides detailed information and data for national literacy and numeracy testing.

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.>

Each Year Ulong Public School seeks the opinions of parents, students and teachers about the school. In 2018 the school collected data from a variety of sources. Opinions were sought from students, teachers and parents about the school.

There continues to be an overwhelming positive



response from parents. Overall the parents feels the school is working hard to improve best practice for students, school reports provide clear feedback on student progress, the school has strong communication practices to keep parents informed and all p[parents felt welcome at the school. Parent participation in targeted areas as well as school functions continued to increase in 2018.



## Parent/caregiver, student, teacher satisfaction

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

Responses to the surveys are presented below.

85% of students, 100% of staff and 70% of families responded to our school surveys in 2018.

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

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

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



## Policy requirements

### Aboriginal education

Ulong Public School received Aboriginal background funding in 2018. Our plan to improve learning outcomes for indigenous students included:

Employment of an additional classroom teacher to allow smaller class sizes and explicit teaching opportunities which cater for individual student needs.

Ulong Public School staff have developed and sustained a positive and inclusive culture and implemented strategies designed to ensure Aboriginal students achieve educational outcomes which are equal to or better than the outcomes of non-indigenous students.

Students in years K–6 participated in Gumbaynggirr Language lessons, delivered by an Aboriginal tutor employed through the Gumbaynggirr Language nest. Lessons allowed students to develop language skills, gain insight into Aboriginal life and history, and develop greater understanding and acceptance of Aboriginal culture.

Ulong Public School staff worked with Aboriginal families to address any specific learning needs of students and create Individual Learning Plans (ILP's)—NAIDOC Day celebrations focused around embracing cultural diversity and learning about local Gumbaynggirr culture.

Principal and 2 other teachers attended 'Connecting to Country' training, gaining a greater depth of understanding of the culture, history and current challenges facing Aboriginal families and students.—Throughout 2017 & 2018, each 3–6 student participated in leading the school in the Acknowledgement of Country at whole school assemblies and presentations



### Multicultural and anti-racism education

Multicultural education is integrated across all key learning areas in class and has been incorporated into studies in school programs emphasising tolerance and understanding. In HSIE, students study customs and beliefs from other countries. Students at Ulong Public School celebrated Chinese New Year and did a virtual tour of China through Skype and are familiarised to Chinese and Punjabi language.

The students also had the privilege to visit the Indian temple and celebrated Diwali (festival of lights). In 2018 Ulong Hosted around 425 students and 25 staff members from all the valley schools to celebrate Harmony Day. African Drumming and other cultural games were organised for the day. All classroom and school practices are inclusive of all students and racism in any form is not tolerated. The school has a trained Anti-Racism Contact Officer who deals with any identified concerns around racism.

### Other school programs

#### Sporting schools and Sport

Like the past 3 years Ulong Public School participated in the Government's Sporting Schools program running each Friday afternoon for a period of 7 weeks each term. All students were involved in a range of sports and activities led by well-trained coaches. This program has been a great success, encouraging students to engage in a range of outdoor physical activities, including dance, golf, swimming and gymnastics lessons. 100% of students K–6 also participated in the Premier's sporting Challenge this year, with the junior school being awarded Gold certificates and the senior students earning Platinum certificates. Ulong Public School students had a very active and enjoyable sporting year in 2018. Our students participated in a wide range of sporting events and all displayed outstanding sportsmanship and made our school extremely proud. Students were offered a variety of sporting skill development opportunities aimed at increasing participation and improving fitness levels. These included:—

\*Swim/Gym Program

\*Small Schools Swimming Carnival\*

\* Cross Country

\* Orara Valley Athletics Carnival, Cricket, NRL, Softball and Soccer Carnivals.

Ulong Public School students also got an opportunity to be involved in Enrichment days like CAPA, Maths, Science, Great Debate & Premier's Debating.

### **Premier's Reading Challenge**

The Premier's Reading Challenge aims to encourage in students a love of reading for leisure and pleasure, and to enable students to experience quality literature. It is not a competition but a challenge to each student to read, to read more and to read more widely. Children begin reading in Term 1 of each year and must read a number of books before the end of September. If they achieve this, the student receives special recognition by way of a certificate from the Premier.