Ungarie Central School

Annual Report

2018

3311

Introduction

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

Terrie Payne

Principal

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School background

School vision statement

It is our vision to develop successful learners in an inclusive atmosphere that promotes excellence, wellbeing and equity. By providing a supportive learning environment, we will challenge our students and staff to pursue excellence and develop a lifelong passion for learning. Through embedding dynamic and innovative educational practices, we will address the learning and wellbeing needs of students both now and in the future.

School context

Ungarie Central School (UCS) is a K–12 rural school, located in the heart of NSW. It is Ungarie Central School's mission to develop successful learners in an atmosphere that promotes equity and excellence for all. The school currently has 95 students from Kindergarten to Year 12 and 22 staff.

UCS receives additional resources and support through Equity funding. These resources assist the school in continuing to improve student literacy and numeracy outcomes and in further developing programs that limit the effects of isolation. Our school values include respect, responsibility and learning.

The school is integral to the Lachlan Access Program partnership, a highly successful and innovative connected learning community delivering Preliminary and HSC courses to students across a network of schools.

UCS provides a wide range of successful programs with students given opportunities to represent the school at Regional, State and National levels in academic, cultural and sporting pursuits. The strength of the school is the ability to provide tailored and individualised learning opportunities for every student.

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 school analysed internal and external assessment data to monitor, track and report on student and school performance. Expectations for behaviour within the classroom were developed and designed to ensure effective conditions for learning.

In the Teaching domain, we ensured all classrooms were well managed, with well–planned teaching taking place, so that students could engage in learning productively, with minimal disruption. This included teachers regularly reviewing and revising teaching and learning programs and regularly using student performance data and other student feedback to evaluate the effectiveness of our schools teaching practices.

In the Leading domain, our School Planning has been focused, strategic and evidence based. As a leadership team we continue to grow and self–reflect on our own practices, welcome and provide constructive feedback to each other and monitor our impact on our teachers and student progress. We also spent time learning the new LMBR system which allowed us to track school finances more effectively and efficiently.

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

Student Learning

Purpose

To actively engage students in meaningful, challenging and future focused learning experiences that empowers them to be resilient, life–long learners.

Overall summary of progress

In 2018, UCS focused on implementing STEM across K–10. There was a commitment from staff to build their capacity around STEM and to incorporate it in the curriculum. The computer lab was upgraded to allow for collaborative learning and to make it a STEM space. Students in K–6 had weekly STEM classes and all student in Stage 5 completed the STEM elective. Students in Stage 4 had a STEM focus for 5 weeks in Term 4 Mathematics. To improve the knowledge of staff, professional learning around STEM, in particular STEMShare, with positive feedback from all staff.

The UCS Assessment and Reporting Policy was revised in 2018. Selected staff completed professional learning around formative assessment with Dylan Wiliam. Late in 2018 we began our Curiosity and Powerful Learning journey, which will inform future directions for 2019 and beyond.

UCS continued the employment of an Instructional Leader who worked with teachers and students from K–6. We have seen a significant decrease in the number of students from K–6 requiring targeted intervention in literacy and numeracy. Staff completed professional learning around the Learning Progressions and have committed to continuing this in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A 10% increase of students in stanine 6 and above in PAT Comprehension and Mathematics at end of year.	$54 565 (Instructional Leader) $36398 (SLSO)	There was a 16% increase in Mathematics and a 34% in Comprehension in the number of students in stanine 6 or above from Semester 1 to Semester 2 2018.
At least 8% increase of all students in top two bands of NAPLAN and 30% increase of indigenous students in proficiency. An increase in the number of students achieving Band 5 in HSC.	$54 565 (Instructional Leader) $36398 (SLSO)	There has been a 13% increase of all students and a 14% increase of indigenous students in the top two bands from 2016 to 2018, which is the same cohort of students.
10% increase in the number of students demonstrating active engagement with their learning as shown in Tell Them From Me surveys.	$6000 (STEM resources)	There has been a 19% increase in students showing interest and motivation in their learning from 2017 to 2018.

Next Steps

In 2019 we will continue to make STEM a priority across K–10. We will investigate flexible seating to enhance student learning and allow for collaboration. We will continue to employ an Instructional Leader who will work with staff and students from K–8.

Strategic Direction 2

Quality Teaching and Leadership

Purpose

To build capacity of all staff through focused professional learning and development that creates an environment where every staff member is engaged in ongoing, relevant and evidence based learning and practice at an individual and collaborative level.

Overall summary of progress

In 2018, an internal audit of curriculum delivery was completed. A 'Teaching Program Framework' document was developed for K–6 and included information around time allocation for Key Learning Areas and teaching requirements. A curriculum cycle was developed for 7–10 to ensure that NESA requirements were being met, including required hours per subject.

Collaborative practices exist across Stage 6 with the Lachlan Access Program and this is filtering down to Stages 5 and 4 in the Mathematics Key Learning Area. Staff are sharing programs. resources, assessments and expertise. A professional learning community between Assistant Principals in the Lachlan Access Program schools was set up, with APs meeting to form a plan for the remainder of the year. This was then extended to include teachers of each stage, giving them the opportunity to share resources and showcase programs and best practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff actively engage with the PDP process.	$0	Staff all track their progress towards meeting their PDP goals, however we did not set up collaborative partnerships to enable for staff to actively engage more in the process. This will be a focus for 2019.
Quality networks with community of schools exist across Kindergarten to Year 12.	$2500 (casual staff)	An Assistant Principal Network was set up between Lachlan Access Program schools. This was also extended to stage groups meeting to discuss and showcase best practice.
100% of staff are involved in either external or internal coaching.	$0	This has not occurred, however will be a priority for 2019.
All teachers demonstrate growth against the AITSL Australian Professional Standards for Teachers.	$0	All teachers include reference to the Australian Professional Standards for Teachers in their PDP. The principal led professional learning around the standards.

Next Steps

In 2019, priority will be placed on professional learning around Curiosity and Powerful Learning as a whole school improvement program. A collaborative partnership will be developed between Ungarie Central School and Barellan Central School which will lead to the establishment of a professional learning community that is focused on the development of professional practices and on continuous improvement of teaching and learning. We will continue to refine our Performance and Development Plan (PDP) process, with staff collaborating within small groups to monitor and track goals. This will also ensure that teachers are tracking their progress and growth against the Australian Professional Standards for teachers.

Strategic Direction 3

Wellbeing, Culture and Values

Purpose

To establish a safe and supportive environment that fosters a culture of respect and responsibility, allowing students to connect, succeed and thrive in an atmosphere that embraces school and community partnerships.

Overall summary of progress

In 2018, staff at Ungarie Central School participated in Professional Learning in Kids Matter and completed up to Module 4. UCS engaged the Family Referral Service to support the needs of individual students. Students with individual wellbeing needs were supported with a wide variety of wellbeing programs including Riding for the Disabled and with the formation of a Fierce Girls group..

To improve the quality of support provided to students of UCS, the senior executive restructured the Wellbeing Team and provided professional development to support them in this process. This included weekly strategic wellbeing meetings that were minuted and responsibilities were actioned. Staff were supported to develop their data skill and use and this resulted in quantitative and qualitative data being used to identify students with individual wellbeing needs and targeted appropriate support. Our actions this year have resulted in the majority of targeted students having decreased minors and increased positive behaviours.

In 2018, UCS began working with a new external coach. A review of PBL at UCS showed that we were at the next step of implementing PBL in the classroom. The PBL team developed resources to be used in the classroom and all staff completed professional learning around the implementation of PBL in the classroom. The results of the School–wide–Evaluation Tool (SET) were positive. Our actions this year have resulted in there being a consistent school wide approach to PBL in the classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Implementation Plan for the Wellbeing Framework is developed, implemented and evaluated.	$0	In 2018 we focused on implementing wellbeing programs across 7–12. Completing the Wellbeing Framework Self Assessment will enable us to develop an implementation plan.
Tell Them From Me Survey results from all key stakeholders reflect an increased positive school culture from 2017 baseline.	$0	We are beginning to see a slow shift in our positive school culture, which is reflected in particular in students from 7–12.
Positive Behaviour for Learning (PBL) data reflects an increase in positive behaviours and a decrease in negative behaviours.	$4913 (prizes, professional learning, Reward Days) $1211 (Breakfast Club)	In 2018 we saw an increase in positive behaviours. Negative behaviour decreased for the majority of our students. Our reward system, including Fast n Frees, is having a positive effect on student behaviour.

Next Steps

In 2019 we will target the ongoing implementation of the School Wellbeing Framework by using the Self Assessment Tool to inform future wellbeing directions and increase the opportunities for student voice in terms of student focus groups and surveys that will provide evidence of impact. In 2019 we will review PBL at UCS and will evaluate our current monitoring system (Sentral).

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$11 894	Our learning programs have been very successful with positive signs that our Aboriginal and Torres Strait Islander students are enjoying school and are engaged in activities. Personalised learning pathways were developed and implemented for our Aboriginal and Torres Strait Islander students with ongoing monitoring. Regular student assessment and use of School Learning Support Officers help identify point of need for indigenous students and implementation of Personalised Learning Plans.
Low level adjustment for disability	$24 000	Employed a School Learning Support Officer SLSOs to assist students in the classroom with learning. All students with low level learning disabilities were targeted through learning support programs and adjustments were made within their learning plans. Teachers provided support and feedback to students on an individual or group basis and the SLSO support successfully provided students with intervention programs that allowed them to show progress in their learning.
Quality Teaching, Successful Students (QTSS)	$9 800	Additional release provided to the Assistant Principal to deliver milestones from their Strategic Direction.
Socio–economic background	$93 146	Whole school programs and partnerships were funded to enhance student engagement and retention. The supplementation of our Instructional Leader for two days per week. Excursions were subsidised for students. Supported students with additional learning support needs through using funding for school learning support officer time.
Support for beginning teachers	$24 747	Beginning teachers had access to professional learning to support best practice. Funds were also used to provide extra release for beginning teachers and their mentors which resulted in both beginning teachers becoming proficient in 2018.

Student information

Student enrolment profile

	Enrolments			
Students	**2015**	**2016**	**2017**	**2018**
Boys	47	51	55	53
Girls	51	53	40	35

At the conclusion of 2018, our student enrolment was 88. Our primary enrolment was 51 and our secondary enrolment was 37.

Student attendance profile

School				
Year	**2015**	**2016**	**2017**	**2018**
K	92.8	89.7	89.7	94.4
1	94.5	90.3	94.8	90.6
2	93.7	94.6	93.6	92.9
3	97.4	91.1	97.9	94.8
4	93.8	94.6	90.7	93.5
5	94.5	91.9	96.3	94.1
6	93.7	92.8	93	97.4
7	93.7	93.5	93.2	93.2
8	91.7	93.4	92	90.7
9	89.3	91.6	94.8	94
10	87.5	87.3	92.3	95.8
11	88.4	83.6	94.8	92.3
12	96.1	85.9	86.1	91.7
All Years	92.8	91.2	93	93.6
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
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	92.3	92.3	92.3	91.5

Management of non-attendance

Ungarie Central School maintains high levels of attendance across the board for all students. Our overall attendance from Kindergarten to Year 12 of 93.6% is above the State Department of Education average of 91.5%.

Attendance is monitored closely by the administrative staff and the school continues to focus on the

importance of regular attendance. Text messages, phone calls and/or letters are issued for students who have an unexplained absence.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	33
TAFE entry	0	0	0
University Entry	0	0	66
Other	0	0	0
Unknown	0	0	0

Of the cohort of three students, two students have commenced university studies and one is employed.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	8.29
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.47
School Administration and Support Staff	3.99
Other Positions	0.1

*Full Time Equivalent

In 2018 5% of staff members 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	0

Professional learning and teacher accreditation

The 2018–2020 School Plan and individual teacher's Performance and Development Plans provide direction and targets for the schools use of Teacher Professional Learning (TPL). Staff were given opportunities to participate in approved professional learning activities designed to build the capacity our our staff, to achieve some key priorities as set out in our School Plan.

Staff have been involved in Professional Learning programs that build the capacity of early career teachers, current teachers and school leaders. Individual staff also had the opportunity to participate in workshops and training in a range of areas. Whole school professional development included workshops in the following areas:

- CPR and Anaphylaxis
- PLAN data analysis
- Literacy and Numeracy Progressions
- Science, Technology, Engineering, Mathematics (STEM)

Teacher accreditation was supported through a mentoring program by the executive. Teachers requiring support in accreditation to progress to a level of proficiency were supported via their Teacher Professional Development Plan.

Towards the end of 2018, the School Improvement Team began professional learning for Curiosity and Powerful Learning, which is a whole school improvement strategy.

Financial information

Financial summary

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

	2018 **Actual** ($)
Opening Balance	186,648
Revenue	2,152,187
Appropriation	2,104,666
Sale of Goods and Services	4,085
Grants and Contributions	42,682
Gain and Loss	0
Other Revenue	0
Investment Income	755
Expenses	-2,010,608
Recurrent Expenses	-2,010,608
Employee Related	-1,775,568
Operating Expenses	-235,040
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	141,579
Balance Carried Forward	328,227

Ungarie Central School follows rigorous financial practices and governance structures which meet Departmental and legislative requirements in administering funds across the school throughout 2018. The Principal plans and implements an annual school budget that:

- plans to maximise the operation of the school within available physical and financial resources.
- ensures appropriate application of existing resources to identified areas of need including school buildings and grounds.
- identifies and addresses occupational health and safety issues.
- maintains appropriate records in accordance with Audit requirements.

Throughout 2018, substantial funds were expended in equity funding. Specifically, the school supported our students and their families through subsidising and providing resources in the key areas of: Geographic Location, Socio–Economic Disadvantage and Disability Provisions. These funds were mapped against the School Plan and are represented in the 2018 School Plan Monitoring Document.

Financial summary equity funding

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

	2018 **Actual** ($)
Base Total	1,601,527
Base Per Capita	18,370
Base Location	34,977
Other Base	1,548,181
Equity Total	113,805
Equity Aboriginal	8,480
Equity Socio economic	74,681
Equity Language	0
Equity Disability	30,643
Targeted Total	43,602
Other Total	236,456
Grand Total	1,995,390

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.

Due to the small cohorts in Years 3, 5, 7 and 9, Literacy graphs can not be displayed and results that may allow individual students to be identified can not be reported on.

In 2018, an average of 70% of students showed at or above expected growth in reading.

Due to the small cohorts in Years 3, 5, 7 and 9, Numeracy graphs can not be displayed and results that may allow individual students to be identified can not be reported on.

In 2018, an average of 70% of students showed at or above expected growth in numeracy. 100% of students in Year 7 showed at or above expected growth for 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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In accordance with The Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands it is mandatory to report on Aboriginal student progress. At Ungarie Central School, 50% of Aboriginal students are in the top 2 bands for Reading and Numeracy. This is an increase from 25% in 2017 and 42.86% in 2016.

Higher School Certificate (HSC)

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

As we had a small cohort of three students complete their HSC in 2018, results are unable to be published.

Parent/caregiver, student, teacher satisfaction

Throughout 2018 we have made efforts to seek the opinions of all members of our school community.

Parent/Caregivers

In 2018, parents completed a parent survey, of which approximately 40% of families returned. 94% of parents agreed that school leaders almost always have a positive influence on the school culture and 81% feel that the school is continually finding ways to improve what it does. 88% of parents are almost always proud 12 % are usually proud of our school. 94% of parents believe the school encourages their child to do their best and caters for their learning needs. Almost all parents find the school's Facebook page a useful communication tool. Overall, the results of our survey were extremely positive.

Students

In 2018, students completed the Tell Them From Me Student Survey. 69% of primary students and 71% of secondary students have a positive sense of belonging and feel accepted and valued by their peers. 100% of primary students and 75% of secondary students believe that schooling is useful in their everyday life and will have a strong bearing on their future. 90% of primary students and 69% (82% females, 61% males) of secondary students feel that they try hard to succeed in their learning. Many students feel that teachers are responsive to their needs.

Staff

In 2018, teachers completed the Tell Them From Me Teacher Survey. Staff believe the school leaders are leading improvement and change. They agree that school leaders have taken time to observe their teaching and have supported them during stressful times. They identified that they talk with other teachers about increasing student engagement. Most teachers believe they set high expectations for student learning. Staff are positive about the resources we have at school, particularly technology. 100% of teachers either agree or strongly agree that moral amongst UCS staff is good.

Policy requirements

Aboriginal education

Aboriginal education is an integral component of the culture of Ungarie Central School. Teachers ensure relevant perspectives are embedded into all teaching and learning programs, with particular focus on local content highlighting the significance for our school community. The learning needs of Aboriginal and Torres Strait Islander students are met through Personalised Learning Pathways and through reduced class sizes. Every second year Ungarie Central School hosts a Cultural Day Celebration, which occurred this year at Manna Mountain.

Multicultural and anti-racism education

All teaching and non–teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity,challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.

Our teaching and learning programs ensure that culturally inclusive classroom and school practices are embedded. Our programs reinforce understanding of culture, diversity and racism.

The school has a trained Anti–Racism Contact Officer who deals with any complaints of a racial or discriminatory nature.