

# Uralla Central School

## Annual Report



2018



3864

## Introduction

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

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

Michael Rathborne

Principal

## School contact details

Uralla Central School

Park St

Uralla, 2358

[www.uralla-c.schools.nsw.edu.au](http://www.uralla-c.schools.nsw.edu.au)

[uralla-c.school@det.nsw.edu.au](mailto:uralla-c.school@det.nsw.edu.au)

6778 4204

# School background

## School vision statement

Uralla Central School aims to be the best educational setting in the New England region and one of the finest in New South Wales. The school motto 'Resurgam' literally means 'I arise', which we interpret as 'I am getting better', this ideal along with the notions of 'Enrichment, Innovation, Opportunity and Success' encapsulate the school ethos.

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

The school community is committed to preparing 21st century citizens; citizens who are Responsible, Reflective, Resourceful, Reciprocal and capable of Self-Regulation; lifelong learners empowered, adaptable and ready for all that life throws at them.

## School context

Uralla Central School, situated 25km from Armidale in the New England region of NSW, is a proudly public, rural and coeducational school catering for students from K–12. Public education has played a role in the Uralla community since 1862 and we have been on our current site since 1868. The school has approximately 320 students including 23% Aboriginal and Torres Strait Islander students. Uralla Central School provides a quality education that offers inclusive, relevant and integrated curriculum; high quality educational programs across the full range of academic ability; a range of Vocational Education Training (VET) opportunities; and quality creative and performing arts, co-curricular, sporting and personal development programs. The school has implemented a compressed HSC delivery model which broadens and strengthens school curriculum, and increases its relevance for students. The school enjoys strong and effective links between parents, carers and the wider community. The school community embraces innovation and forward thinking vision, and in 2016 completely restructured the school organisation and executive roles. Faculties were abolished. Heads of School now oversee the Junior (K–4), Middle (5–8) and Senior School (9–Academy II). The remaining executive oversee Wellbeing and Administration/Organisation. Staff work collaboratively in Professional Learning Teams whose membership covers the K–12 progression and all subject areas. Classroom teachers work across schools individually and in teaching teams. As a school community we expect everyone to 'Stand tall and walk proud.'

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

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

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

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### Learning Smart

#### Purpose

To empower students to be active and reflective learners who are engaged, challenged, flexible, creative and critical thinkers who are cooperative in their learning in preparation to be informed, responsible citizens in the digital era.

#### Overall summary of progress

Significant progress was made in all target areas.

Attendance at school across the school remains very high, generally either at or above state averages. There are some issues in the Year 8–10 cohorts but this can be attributed largely to substantial absences from one or two individual students. There has been a very pleasing trend in improved attendance across the Academy.

Positive incidents increased and negative incidents decreased.

Greater links have been established in extra-curricular areas with students participating in large numbers across a range of academic, cultural and sporting endeavours.

Over 90% of students continue to achieve above the National Minimum Standards in Literacy and Numeracy, and there continues to be very positive growth in the numbers of students achieving in the top two Bands.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student attendance		Attendance K–7 continues to be at or above State averages. Academy attendance continues to improve..
Decreased negative incidents on Sentral		Negative behaviour incidences as recorded in Sentral have declined.
Increased positive incidents on Sentral		Positive behaviour incidences as recorded in Sentral have increased.
Increased retention rates at key transition points		Retention rates at all key points e.g. Kindergarten, 6–7 and 10–Academy continue to increase.
Increased participation in extra-curricular experiences		The number and variety of extra-curricula activities continues to expand as does general student participation in them.
Increase the percentage of students demonstrating growth in literacy and numeracy		There are positive growth trends in most areas and the overwhelming majority of students perform above National Minimum Standards.

#### Next Steps

Investigation of further development of student-driven and or designed curriculum initiatives to further enhance attendance and engagement. Employment of a Head of Curriculum Design and Innovation to facilitate curriculum initiatives. Further expansion of the House Competition through the introduction of Phoenix pins to the merit system. Evolution of the pilot Learning Progressions project.

## Strategic Direction 2

### Learning Leaders

#### Purpose

To develop teachers as leaders of learning who continually improve their own professional capacity in order to continually enhance classroom practice and effectiveness in delivering improved student learning outcomes.

#### Overall summary of progress

K–4 staff have developed significant skills in mapping the Literacy and Numeracy Progressions. Year 5–8 staff continue to develop these skills through targeted participation in the Central Schools Progressions pilot as well as other professional learning opportunities around Plan 2. Refinement of the Professional Learning Team model, PDP process and the Professional Learning process has ensured that the type and quality of professional learning now aligns with school strategic directions more closely.

Across the school learning continue to exhibit positive trends – over 90% of students achieve above National Minimum Standards in in some areas cohorts are achieving above state averages.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff K–8 proficient in mapping Literacy and Numeracy targets to progressions using PLAN2		The efficacy of the EAfS program continues to bear fruit for the K–4 staff in this area. Other staff have been provided with both school–based and external opportunities in this area.
All staff participate in targeted, needs–driven professional learning		The ongoing refinement of the Professional Learning Team model and positive engagement with the PDP process has seen the accessing of more relevant professional learning across the school.
Increase percentage of students demonstrating expected growth in literacy and numeracy		Positive trends across all areas continues.
At least 80% of students demonstrating expected growth per semester across DoE Literacy and Numeracy progressions relevant to expected timeframes		Over 90% of students achieve above National Minimum Standards in this regard and there is pleasing growth in the achievement of students in the top two Bands.

#### Next Steps

The executive will continue to refine the Professional Learning Team model and the PDP process.

Staff will participate in professional dialogue to ascertain the best models and structures to support quality professional learning that guarantees improvement in student learning outcomes.

Executive will investigate commercially available Learning Management Systems to facilitate an across the board improvement in teacher pedagogy and student outcomes.



## Strategic Direction 3

### Learning Environment

#### Purpose

To further develop a student-centred, creative, flexible, stimulating and safe learning environment that supports a culture of excellence and equity.

#### Overall summary of progress

Overall attendance remains high across all years. There has been a noticeable increase in the overall attendance of students in the Academy.

Whole school enrolments continue to improve and it is clear that the programs within the Middle School are driving a significant increase in transition rates, particularly in the Year 6 to 7 area. This in turn fuels the further development of more engaging learning programs.

The upgrading of all school facilities continues in a measured, planned and strategic way to ensure that students, staff and the community can be justifiably proud of their school and the learning that takes place there.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student attendance		Student attendance remains high across the school – equal to or greater than state averages in most areas. There has been pleasing improvement in the attendance of Academy students.
Increased student enrolment/retention		Enrolments continue to steadily increase and there have been significant gains in retention – particularly in the Middle School.
Positive student feedback through consultation; SRC and surveys		The STC continues to develop their role in the school as a voice for students and regularly meet as a team and with senior executive.
All learning spaces are fit for purpose in a future focused learning environment		A coordinated program of refurbishment of key areas of the school continues.

#### Next Steps

Continued expansion and development of the role of the Student Representative Council in the administrative and cultural life of the school.

Continued improvement in school facilities e.g. completion of the Library and Hall refurbishments; redevelopment of the Junior School Quad area.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$5000	Continued improvement in attendance of ATSI students; greater focus and engagement in the learning process by students.
<b>Low level adjustment for disability</b>		<p>SLSO services have been expanded to ensure that all students who require support, receive it at a rate above that required by any specific funding. Speech pathology is provided on site and other external agencies are also accessed as and when required.</p> <p>ILP process continues to be refined and developed.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>		<ul style="list-style-type: none"> <li>• All staff continue to maintain Accreditation at Proficiency</li> <li>• Staff member selected in first cohort of Aspiring Leader Program</li> </ul>
<b>Socio-economic background</b>		<ul style="list-style-type: none"> <li>• Improvements in student learning outcomes</li> <li>• Expansion of curriculum offerings and options</li> <li>• Improved attendance</li> </ul>
<b>Support for beginning teachers</b>		<ul style="list-style-type: none"> <li>• All teachers required to complete Accreditation did so successfully</li> </ul>



## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	149	145	152	148
Girls	179	175	158	162

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.9	96.1	95.5	92.3
1	94.5	93.4	90.4	91.6
2	96.3	95.5	92.4	92.9
3	93.7	95.3	93.7	89
4	93.8	94.3	95.6	92.7
5	94.8	92.8	93.2	92
6	94	91.3	93.7	93.2
7	93	93	87.1	88.8
8	92.3	90.8	89.8	84.5
9	88.3	87.4	93	86.1
10	91.7	86.2	92.6	85.1
11	91.7	84.4	83.8	81.8
12	90	86.5	82.6	81.2
All Years	92.7	91.4	91.5	88.3
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

Rolls are marked daily in the Junior School (K–4) and in every period in the Middle (5–8) and Senior (9–Academy II) Schools. Administrative staff monitor non-attendance regularly. Contact with home is made directly by executive and in letters sent weekly by the Principal.

Attendance is generally at or above State averages. In

general one or two students and their repeated absences can have a detrimental impact on overall attendance percentages. These students without exception are part of the wellbeing caseloads managed by the Head of Wellbeing; this usually involves engagement with external agencies and specific school designed programs.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	30
TAFE entry	0	0	0
University Entry	0	0	50
Other	0	0	10
Unknown	0	0	0

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	18.03
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Administration and Support Staff	7.59
Other Positions	0.6

\*Full Time Equivalent

In 2018 3 members of staff identified as Aboriginal.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	5

### Professional learning and teacher accreditation

All staff participated in regular and ongoing professional learning both in the school context and in other opportunities across the region and state. This learning was targeted at School Strategic directions as outlined in the School Plan and also as identified in individual Staff Professional Development Plans.

## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	496,178
<b>Revenue</b>	4,865,437
Appropriation	4,715,985
Sale of Goods and Services	27,039
Grants and Contributions	109,228
Gain and Loss	0
Other Revenue	10,446
Investment Income	2,738
<b>Expenses</b>	-4,715,932
Recurrent Expenses	-4,715,932
Employee Related	-4,227,216
Operating Expenses	-488,716
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	149,505
<b>Balance Carried Forward</b>	645,682

The Principal and School Administration Manager meet regularly to discuss and determine financial management. The 2018 year had a significantly larger than either expected or traditional balance carried forward owing to the implementation of new departmental financial processes (SAP). For extended periods it was difficult to accurately determine school

finances so extreme fiscal rectitude was applied. Consequently there are some major expenditures planned for the 2019 calendar year including; upgrading all staff technology, major upgrade to the Junior School Quad area; purchase of new playground furniture; upgrade of the library and purchase of new classroom furniture for all classrooms within the Junior School.

## 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>	3,736,622
Base Per Capita	59,944
Base Location	17,954
Other Base	3,658,724
<b>Equity Total</b>	523,798
Equity Aboriginal	105,964
Equity Socio economic	252,909
Equity Language	1,548
Equity Disability	163,378
<b>Targeted Total</b>	55,249
<b>Other Total</b>	271,591
<b>Grand Total</b>	4,587,261

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.

Despite some inconsistencies Literacy results have had a generally positive trend. In most areas across Year 3, 5, 7 and 9 the school results are above Similar School Groups but below State averages. In 2018 there was a significant positive trend in Year 5 (91% had positive growth in Reading) and broadly speaking programs in place in the Junior School are having a significant positive impact in Year 3 and 5.

Despite some inconsistencies Numeracy results have had a generally positive trend. In most areas across Year 3, 5, 7 and 9 the school results are above Similar School Groups but below State averages. In 2018 there was a significant positive trend in Year 5 and broadly speaking programs in place in the Junior School are having a significant positive impact in Year 3 and 5.

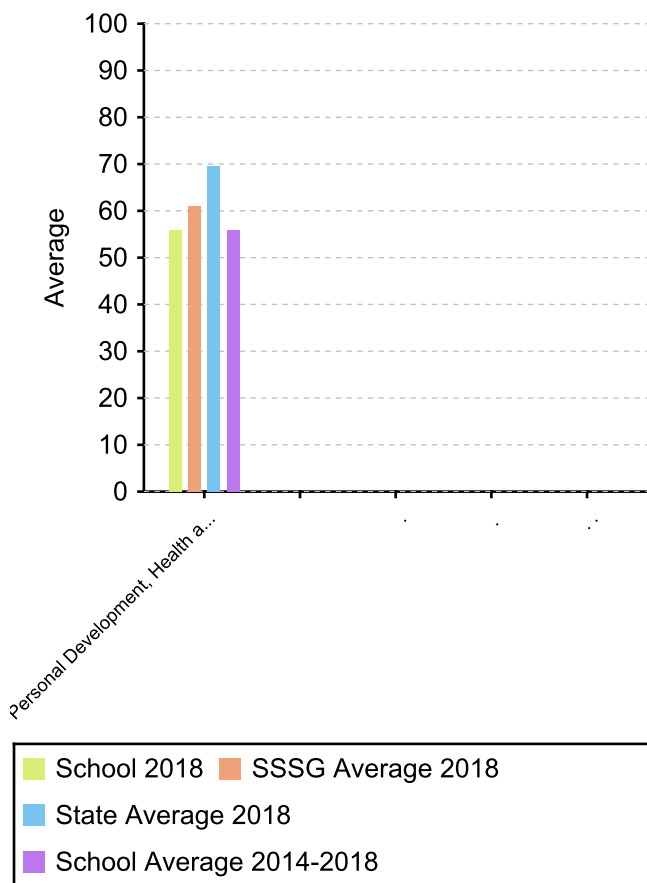
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. 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.

General results at the school have been improving steadily over time since 2015, performance in 2018 was slightly down on 2017 performance. Programs that have been implemented at the school, specifically Early Action for Success are clearly having an impact with much stronger results in Year 3 and 5 where nearly 40% of students performed in the top two bands.

The small percentage of Indigenous students achieving in the top two bands is of concern and is something that will need to be addressed through continuation and expansion of more targeted intervention programs.

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Only in courses with cohorts above 15 students can data be interpreted reliably.



Small cohorts make data unreliable for detailed analysis.

## Parent/caregiver, student, teacher satisfaction

In 2018 survey data elicited the following responses;

- 80% of students report that they have expectations of success at school
- 50% of male students place themselves in the optimum quadrant of High Expectation and High Advocacy
- 60% of female students place themselves in the optimum quadrant of High Expectation and High Advocacy
- Data in the Middle School is indicative that students perceive that they are supported by their teachers, who have high expectations for their progress well above state averages.
- Parents continue to strongly support their children and the school; growing attendance at school events and steadily increasing enrolments; particularly within the Middle School are evidence of this trend.
- Staff continue to rate very highly (above 90%) that they enjoy coming to work and believe that they have a positive impact on the lives of students.

## Policy requirements

### Aboriginal education

Uralla Central School received Aboriginal background

funding in 2018. These funds enabled the fulltime employment of an Aboriginal Education Officer (AEO) to support the learning of Aboriginal students across the school. The AEO worked with the Head of Wellbeing and the Learning and Support Teachers to create Individual Learning Plans for all Aboriginal students. Aboriginal students attended programs at the Oorala Centre at the University of New England and engaged with the AIME mentoring program. Aboriginal students were also assisted by the part-time employment of another AEO. All teaching and learning programs associated with the Australian Curriculum have an Aboriginal perspective. This enables students to become more familiar with Aboriginal perspectives across Key Learning Areas.

### Multicultural and anti-racism education

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