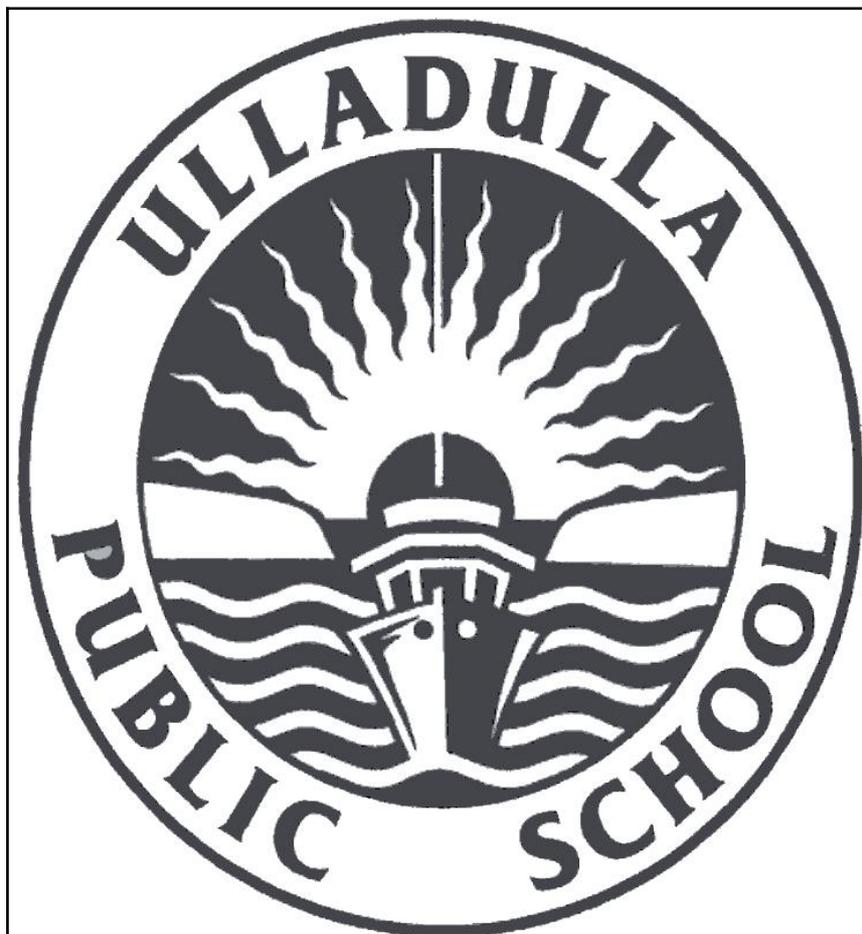


Ulladulla Public School

2019 Annual Report



3302

Introduction

The Annual Report for 2019 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.

School contact details

Ulladulla Public School

Green St

Ulladulla, 2539

www.ulladulla-p.schools.nsw.edu.au

ulladulla-p.school@det.nsw.edu.au

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.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

An increase in data skills and use to inform teaching practice.

Increased levels of collaboration and classroom observation to develop pedagogy. (frequency of observations)

Increased student achievement in Literacy & Numeracy through internal and external performance measures.

Increased student achievement for Aboriginal and Torres Strait Islander students through internal and external performance measures.

Progress towards achieving improvement measures

Process 1: Productive Pedagogy:

Implement an evidence based pedagogical approach encompassing high expectations, feedback, curriculum delivery and differentiation across all areas Eg. Literacy & Numeracy

Evaluation	Funds Expended (Resources)
The PL has been widely received as effective and engaging. It is has a firm evidence base and there is evidence of implementation of growth mindset and learning challenge throughout stage programs. Staff feedback has been positive as we move into 2020 with the challenges of ensuring that growth mindset and learning challenge are continually embedded into school culture. Mid-Point check displayed progress in promoting a growth culture with future steps to focus on effective feedback strategies through focus on Learning Intentions and Success Criteria accompanied by examples of desirable work standards (WAGOLL). Evidence of PL can be found in most classrooms but there is a need for a more uniformed approach school wide with goals in place for all.	

Process 2: Successful Systems:

Produce effective school wide systems to capture a range of student performance data allowing analysis and monitoring to inform teaching practice and learning programs.

Evaluation	Funds Expended (Resources)
Staff have student progress data to access that aligns to the assessment schedule for each stage of learning at UPS. More training and development is needed in making use of PAT data to be able to inform teachers of student needs and requirements. Data analysis for senior executive staff is needed in this area. Moderated Writing is being completed in all classes with evaluation of effectiveness identifying several key areas of focus in 2020. This is to include implementation and trial of new rubrics that are student friendly, new writing stimulus and process for marking consistency.	

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.

Improvement Measures

- 90% of students demonstrate resilience and positive behaviour techniques in the classroom and playground (data indicates decrease in negative behaviour from previous years).
- Deduction in recorded negative incidents for Aboriginal Torres Strait Islander students.
- Parent, staff and student surveys indicate the whole school community has a clear understanding of the school values and behavioural expectations.
- Increasingly positive responses from school and staff surveys (Tell Them From Me Survey).

Progress towards achieving improvement measures

Process 1: Well Being Program

Implement an evidence based whole school well being program which will support the authentic and successful integration of the student well being policy into teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>Have we meet specific targets identified in Improvement Measures?</p> <p>Term 3</p> <p>Term 3 Reflection data indicated that we had met our target of 90% of students displaying appropriate behaviour – only 8.1% of students received a reflection with the majority (72%) only receiving 1 reflection for the term.</p> <p>Term 4</p> <p>We had 122 Reflections in Term 4 which is double that of what we had in Term 4 2018. There were 77 different students who received reflections which equates to 10.2% of the student population. This means we missed our Term 4 target by 0.2%</p> <p>Alarmingly we had 15 students (2% of the student population) who received 3 or more reflections in Term 4.</p>	Meeting Room

Process 2: Empowering School Community

Promote and empower students, staff and community members through effective individual, group and whole school programs and initiatives.

Evaluation	Funds Expended (Resources)
<p>Have we meet specific targets identified in Improvement Measures?</p> <p>Due to not implementing the whole school survey, it has been difficult to ascertain what the majority of our parents and students are feeling about the school.</p>	Meeting Room

Progress towards achieving improvement measures

Small focus interview groups, involving parents, students and staff indicated mixed feelings about specific initiatives, however, it was positive that all parents in these groups indicated they were happy with the school and would generally recommend it to others. There were some issues surrounding school consistency and specific teachers.

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

Improvement Measures

Increased visible student and teacher use of innovative digital technologies to increase their understanding of the their world

Increased engagement of school community with a variety of multimedia communication channels. (eg School Website, Facebook).

All teaching and learning programs reflect innovative digital technology practices.

Progress towards achieving improvement measures

Process 1: Innovative Practice – Professional Learning

Professional learning is based on research based evidence and the identification of expertise within its staff and draws on this to further develop its professional learning community.

Evaluation	Funds Expended (Resources)
<p>Time restraints and changes in staff meeting focus throughout 2019 meant whole staff innovative practice strategic direction meetings occurred 'spasmodically' at best. Planning and decision making was executed through 'Think tank' team sessions to develop teacher professional learning opportunities. External PD in the form of Interacted Professional Learning, Staff visits to Sydney schools and Google 'Power-Up' sessions this year has enabled a core group of staff to observe practice and bring technology and innovative learning environment pedagogy ideas back to UPS.</p> <p>Interest staff participated in the online Learning and Teaching in Innovative Learning Environments PD through MyPL designed to enable classroom teachers to develop an evidence-based understanding of pedagogies that enhance learning and teaching in Innovative Learning Environments (ILEs). Feedback was positive, however, staff indicated many more hours were needed to finish the course opposed to the '8 hours' registered. This valuable course would be great PD for all staff in 2020.</p>	

Process 2: Technology Infrastructure

Ensure infrastructure at the school can support the use of technology and promote innovative practices in all learning environments.

Evaluation	Funds Expended (Resources)
<p>The employment of our school Technology Support Officer (TSO) at the beginning of term two was indeed welcome. Staff continued to use a Technology Issues Google Doc to record problems which were attended to by our TSO and Assistant Principal. This system has worked solidly this year and we intend to continue the format into 2020.</p> <p>Our aging fleet of 100+ iPads were set-up and managed with several Apple</p>	

Progress towards achieving improvement measures

IDs in past years. We have spent many hours 'untangling' permissions so we can set-up Mobile Device Management (MDM) using Think 3 / Zulu Desk. Lack of knowledge / expertise and compelling WiFi authentication issues on the ground delayed our goals considerably which in-turn took iPads from the classroom environment. After much organisation and input from our TSO, our iPads were centrally managed and redistributed back to infant's classrooms with school specific apps decided on by staff.

The Connecting Country Schools WiFi program was completed mid-term two after much interruption to our network. A missing fiber cable and Regional staff issues led to lengthy periods of internet and phone disruption. Issues aside the Connecting Country Schools program has led to a stronger and more consistent WiFi connection throughout our school, enhancing student device interactivity.

Throughout the year, Ulladulla PS increased purchasing of laptop devices to ensure our *UPS 2019 Devices Goal* was achieved. To conclude the year, our Primary students have increased access to new digital laptops devices in their classroom to support their learning. *Student : device* ratio has increased considerable from past years (*Stage Three – 2:1, Stage Two – 3:1, Stage One 5:1*), and we look forward to ensuring all our students have future access to current T4L learning technology.

Process 3: Innovative Practice – Teaching, Learning and Reporting

Implement consistent school wide teaching practices for innovative technology usage and report on student learning across the curriculum. Empower teachers with the skills, knowledge and capacity to adapt practice and thinking in flexible learning spaces.

Evaluation	Funds Expended (Resources)
<p>Infants classes continued to utilise the LAB and Library environments, our Primary classes have increased their classroom use of devices to explore online collaborative learning environments such as Google Apps, Microsoft 365, Google Classroom and Seesaw. With the re-introduction of iPads into Infants classes in term three we experienced widespread classroom device usage to support student learning.</p> <p>It is evident that many teachers are adopting innovative classroom furniture design to enhance their pedagogy. The introduction of collaboration tables, innovative seating and varied classroom work spaces in most classrooms has seen an increase in student work and problem solving centered lessons. Staff involved in the online ILE course in Semester One have been leaders in this pedagogical direction in Semester Two. The ability, however, to include more staff in this innovative classroom theory through whole staff meetings would be most valuable.</p> <p>The revolving RFF timetable allocating staff to share pedagogical ideas has experienced mixed success. The <i>'what we do well'</i> mantra we have reinforced this year is in need of greater support. Combining this with our Challenge Learning philosophy could lead to greater impact and see more staff collaborating and sharing their skills which each other.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Employment of: <ul style="list-style-type: none"> • Aboriginal Education Worker (AEW) and 2 Aboriginal Student Learning Support Officer's (SLSO's) to support programs, cultural activities, student welfare and academic support. Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$57 564.00) 	Our Aboriginal Education program is continually strengthened through the joint partnerships forged across our community. We continue to deliver activities that impact our students through the use of local languages and stories. Our AEW and SLSO's continue to provide support for our Aboriginal students academically, socially, emotionally and spiritually. The integration of Aboriginal perspectives in teaching and learning programs continue to be developed and our partnership with the Aboriginal Education Consultative Group (AECG) continues to thrive.
English language proficiency	EALD Teacher Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$14 165.00) 	Students were continually assessed throughout the program and achieved positive gains in the key learning area of English. The combination of withdrawal lessons and classroom support worked well for students and classroom teachers also provided positive feedback regarding the EALD program. Moving into 2020 it will be of great importance to link the EALD program with the current synthetic phonics program that is being employed in the mainstream setting.
Low level adjustment for disability	<ul style="list-style-type: none"> • Full time Student Learning Support Teacher. • Additional funding to provide extra support through staffing of a Student Learning Support Teacher to ensure a 3 day a week program can be run. • Reading Resources • Employment of Student Learning Support Officers to support the learning of student identified requiring low level adjustments. Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$75 103.00) 	We have a bank of resources to support synthetic phonics into the future. Our academic results show student growth for those who are targeted. We have utilized the services of a speech pathologist to assist in the assessment of our most needy students.
Quality Teaching, Successful Students (QTSS)	1.3 FTE Entitlement	The use of our QTSS funds have enabled our teaching and learning programs to be evaluated, reflected upon and consolidated. We continue to integrate best practice through inclusion of growth mindset, learning challenge, success criteria and learning intentions into core components.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$337 113.00) 	The use of funds continue to support our students so that no student is educationally disadvantaged. Our academic results continue to be above those of similar school groups in NAPLAN results.
Support for beginning teachers	<ul style="list-style-type: none"> • Ongoing employment of teacher to provide release time. • 	Our beginning teachers are supported and provide exceptional programming documents, professional development plans, personal reflections whilst gaining the quality academic achievement by their students.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	373	372	391	390
Girls	353	363	353	349

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.2	94.2	94	92.5
1	95.1	93.6	94.7	93
2	94	93.8	93.8	91.9
3	94.6	94.6	93.6	92.5
4	94	94.4	93.3	92.1
5	93.9	92.5	94.1	91.3
6	92.8	94.6	94.2	91.6
All Years	93.9	93.9	94	92.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	31.27
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.2
School Administration and Support Staff	9.47

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	578,638
Revenue	7,293,611
Appropriation	7,049,619
Sale of Goods and Services	9,514
Grants and contributions	231,320
Investment income	3,158
Expenses	-7,620,417
Employee related	-6,661,205
Operating expenses	-959,212
Surplus / deficit for the year	-326,806

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,018,540
Equity Total	615,381
Equity - Aboriginal	57,564
Equity - Socio-economic	337,113
Equity - Language	4,254
Equity - Disability	216,450
Base Total	4,824,356
Base - Per Capita	183,046
Base - Location	16,962
Base - Other	4,624,347
Other Total	434,884
Grand Total	6,893,161

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Literacy

Year 3 Grammar & Punctuation In 2019, 62.7% of Year 3 students achieved in the top 2 bands, 25.5% of Year 3 students achieved in the middle 2 bands and 11.8% of Year 3 students achieved in the bottom 2 bands.

Year 3 Reading In 2019, 46.6% of Year 3 students achieved in the top 2 bands, 37.9% of Year 3 students achieved in the middle 2 bands and 15.5% of Year 3 students achieved in the bottom 2 bands.

Year 3 Spelling In 2019, 55.9% of Year 3 students achieved in the top 2 bands, 36.3% of Year 3 students achieved in the middle 2 bands and 7.8% of Year 3 students achieved in the bottom 2 bands.

Year 3 Writing In 2019, 60.8% of Year 3 students achieved in the top 2 bands, 36.3% of Year 3 students achieved in the middle 2 bands and 2.9% achieved in the bottom 2 bands.

Year 5 Grammar & Punctuation In 2019, 31.2% of Year 5 students achieved in the top 2 bands, 51.6% of Year 5 students achieved in the middle 2 bands and 17.2% of Year 5 students achieved in the bottom 2 bands.

Year 5 Reading In 2019, 29.8% of Year 5 students achieved in the top 2 bands, 56% of Year 5 students achieved in the middle 2 bands and 14.3% of Year 5 students achieved in the bottom 2 bands.

Year 5 Spelling In 2019, 37.6% of Year 5 students achieved in the top 2 bands, 54.8% of Year 5 students achieved in the middle 2 bands and 7.5% of Year 5 students achieved in the bottom 2 bands.

Year 5 Writing In 2019, 10.8% of Year 5 students achieved in the top 2 bands, 77.4% of Year 5 students achieved in the middle 2 bands and 11.8% of Year 5 students achieved in the bottom 2 bands.

Numeracy

Year 3 Numeracy In 2019, 32.7% of students achieved in the top 2 bands, 53.4% of students achieved in the middle two bands and 13.9% of students achieved in the bottom 2 bands. Five Year 3 students achieved a Band 7.

Year 5 Numeracy In 2019, 11% of students achieved in the top bands (Bands 7–9), 71.5% of students achieved in the middle bands (Bands 5 & 6) and 17.5% of students achieved in the bottom bands (Bands 3–4).

Premier's Priority: 32.7% of Year 3 students (33 out of 101 students) are achieving in the top two bands (Premier's Priority), however, there is a decline in the percentage of the Year 5 cohort achieving in the top two bands – 11% (10 out of the 91 students who undertook the assessment).

Parent/caregiver, student, teacher satisfaction

Schools are required to regularly seek the opinions of the community about various aspects of school life. Throughout 2019 the school sought the opinions of students, staff and parents via a range of survey methods. Survey questions were posed to students, teachers and parents at different points during the 2019 school year and examined elements of learning, teaching and leadership. Responses from the community across these areas are presented below:

- Older and younger children have different perspectives of their needs and the way they learn. However, all children commented on the importance of social interactions and wellbeing.
- The majority of students remembered their favourite activities as learning experiences that had the following; small group work, challenge and hands on components.
- The vast majority of students indicated that they thought their parents think that Ulladulla Public School is a 'good' school.
- Some students indicated that while feedback is often directed towards students whose behaviours are very good or very poor, many other students receive little specific feedback.
- Parents are enthusiastic about having a consistent and open relationship with the school throughout the year.
- Some parents would like a more consistent approach from year to year in areas such as high expectations, content, communication, casual staffing and student wellbeing.
- The majority of parents rate student happiness and wellbeing as highly as academic achievement.
- Most staff members stated that teaching gives them a feeling of personal accomplishment.
- Teachers are confident that they use formal assessment tasks to help students set challenging goals.
- Staff and community teamwork and collegiality are seen as being very important to the way the school operates.
- Staff indicated that being a large school in terms of number of staff and students provides many opportunities for diversity and the prospect for staff to utilise their particular skills and interests.
- The time, resources and attention given by the school to English and literacy skills building in recent times has harvested many positives both for students and teachers.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.