

Ulong Public School

2019 Annual Report



3304

Introduction

The Annual Report for 2019 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.

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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

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

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.

Improvement Measures

Students are achieving at or above expected growth in school based assessments.

Each students Plan 2 data demonstrates at or above expected growth.

Achieve excelling in the self assessment and reporting from delivering to excelling.

Overall summary of progress

Ulong P.S. has continued to provide a creative learning environment where all students are given the opportunity to develop critical thinking skills, set learning goals and begin to track their own progress.

.All staff have revisited the English syllabus and focused on deepening their understanding of the reading content. This has been achieved through collaborative planning. This will be further developed in 2020 when all staff will have completed Focus on Reading 3–6 Professional Learning. Staff are aligning the Literacy progressions to the syllabus and ensuring assessment is based on the syllabus outcomes, whilst utilising the progressions as a guide. As a result programs meet all requirements and are able to be tailored to meet the individual needs of students.

Progress towards achieving improvement measures

Process 1: Ensure effective implementation of Project Based Learning to enhance student engagement, with authentic learning experiences, that extend student critical thinking skills. Equip all staff with the resources and strategies to embed student engaged assessment, with a focus on articulation of learning intentions, success criteria and providing feedback, to improve learning outcomes.

Evaluation	Funds Expended (Resources)
Students enjoyed the experience of making different items and enjoyed getting paid for their effort and hard work. They could acknowledge the importance of learning various mathematical outcomes and its use in their daily life.	Art & craft resources, travel to Coffs Harbour. Meals will be provided. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$350.00)

Process 2: Utilise and develop digital portfolios as a platform for students to capture and articulate their learning journey, with direction and understanding. Student led conferences will give students a leadership role in communicating their progress.

Evaluation	Funds Expended (Resources)
Parents and students will connect and share their learning. Students learn new digital technologies as a sharing platform. Students will have a comprehensive digital portfolio which demonstrates their learning throughout the year. Ulong students won 3 awards out of 4. Best movie, People choice Best actor award. They also won under 13's movie at the Screen wave movies.	Purchase of Online resources: Maths Online, Reading Eggs. \$700 (Equity Funding – Socio Economic background). Teacher release to train the staff on OneNote and Microsoft 365. \$1000 (Professional learning). Every student got an iPad, with

Progress towards achieving improvement measures

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appropriate learning Apps.

Staff received RFF to print out portfolios.

Screen wave workshop organised for moving making lessons.

Employed a teacher for 4 days to support with the movie shooting and teaching editing skills to the students.

Costumes were purchased.

Funding Sources:

- Low level adjustment for disability (\$500.00)
- Socio-economic background (\$4000.00)
- Socio-economic background (\$3000.00)
- Socio-economic background (\$700.00)
- Quality Teaching, Successful Students (QTSS) (\$1000.00)

Next Steps

*Teachers years 3–6 will deliver explicit teaching across a range of comprehension strategies.

. *Teachers will routinely use evidence of learning, including a range of summative and formative assessments to inform their teaching, adapt their practice and meet the needs of students.

*All staff will be trained in the Focus on Reading 3–6 Professional Learning package resulting in an increase of strategies being taught in classrooms.



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..

Improvement Measures

School achieves excellent value added results, significantly above the values added by the average 'like' school.

100% of staff have Implemented Learning Sprints & developed a quality, sequenced program in numeracy, reading & writing.

100% of students K – 6 are achieving grade appropriate markers in reading & comprehension by 2020 on the learning progressions.

10% of students achieve in the top 2 bands in NAPLAN reading.

10% of students achieve in the top 2 bands in NAPLAN Numeracy.

Overall summary of progress

All staff have engaged in professional learning in literacy and numeracy and an improvement in student outcomes is evident. All staff K–6 have participated in number talks and an emphasis on fluency has also been introduced. Teachers are confident in using Newman's Error Analysis to assess and guide students in solving complicated word problems. Literacy – K–2 teachers have completed L3 training with 86% of students achieving grade expectations or above in reading. The teachers are confidently and competently including the explicit teaching of vocabulary as part of focus text study.

Teachers like the collegial processes in learning sprints and want to continue using them in 2020 with a goal of completing 2 teaching sprints a term .Numeracy – Staff are programming daily number talks as part of their maths lessons. Assessment data is showing that students are starting to use flexible mental strategies to solve a variety of problems. Staff have continued to participate in collegial meetings across our EAfS partner schools to ensure consistency in analysing data and tracking students on the Literacy and Numeracy Progressions. Thus ensuring programs are appropriate, targeted and well planned for. From this data, teachers K–6 have been able to deliver appropriate content for individual students. This data has also been used to program appropriate interventions for students and to determine teaching sprints in classes K–6.

Progress towards achieving improvement measures

Process 1: Use research & data to develop & implement high quality professional learning in literacy & numeracy that is evident in teacher programs. Mentoring of all teachers in best practice quality literacy & numeracy.

Evaluation	Funds Expended (Resources)
<p>Literacy – K–2 teacher has completed L3 Stage 1 training and the students are reading above grade expectations. The K–2 teacher is proficient at taking reading records to assess student reading. The K–2 teacher is confidently and competently including the explicit teaching of vocabulary as part of focus text study. Students are beginning to use more sophisticated tier 2 words in their discussions and writing. The K–2 teacher is beginning to incorporate using mentor sentences from quality texts as part of teaching students to write like an author. K–2 teacher is planning to continue mentor sentences as part of her teaching programs in 2020.</p> <p>Numeracy – K–2 teacher is programming daily number talks as part of her maths lessons and students are beginning to use a variety of flexible strategies to solve problems mentally.</p>	

Progress towards achieving improvement measures

Process 2: Professional learning delivered in collaboration with other schools in our EAFS alliance to enhance student learning.

Evaluation	Funds Expended (Resources)
<p>Staff will develop their understanding and will collaboratively reflect on their teaching practices. Timely feedback and adjustments will be made to improve student learning.</p> <p>Quality rounds to observe L3 implementation in various EAF's schools.</p> <p>EAF's staff meetings with GLU schools.</p> <p>Developing staff understanding and working on learning progressions to analyse data that will help in planning future literacy & numeracy programs.</p> <p>Penne Slaviero is implementing picture book studies that focus on explicitly teaching vocabulary and comprehension strategies as part of her weekly Read To planning. After looking at the contemporary research on spelling practices she is beginning to make small changes to the activities students use as part of her spelling programs.</p> <p>Draw, Talk, Write has been introduced with the kindergarten students. This process is showing that the students are writing varied sentences (at their ability) that matches their talk during the drawing part of the process.</p> <p>Penne Slaviero has established student visual maths journals, which students draw numeracy problems. This process has provided an excellent assessment tool to observe student's understanding of mathematical concepts.</p>	<p>Teacher Release.</p> <p>Decoding Literacy books.</p> <p>Professional learning on BNL & Learning Sprints.</p> <p>Buying extra time of Instructional leader to support teachers with Plan 2 data.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$1000.00) • Quality Teaching, Successful Students (QTSS) (\$500.00) • Socio-economic background (\$2500.00)

Process 3:

Learning Sprints

Designing precise, data driven Learning Sprints **responsive** to 'point of need' that targets focus group/s of students and maximising **student performance**.

Evaluation	Funds Expended (Resources)
<p>Teachers like the collegial processes in learning sprints and want to continue using them in 2020 with a goal of completing 2 teaching sprints a term.</p>	

Next Steps

*All staff will continue to increase their knowledge and skills in data skills. Including PLAN 2 and various aspects of SCOUT. In April 2020, professional learning will be delivered at Glenreagh P.S. from the Centre for Educational Statistics and Evaluation. (CESE). This will facilitate staff in reporting on school performance using data that is valid and reliable. Staff will develop their skills in analysing, interpreting and extrapolating data.

*Staff will participate in Quality Teaching Rounds with the bigger schools in Coffs Harbour region.

*Learning Intentions and Success Criteria will be displayed in every classroom across KLAs.

*Teaching Sprints will continue to happen on a regular basis and teachers will build their skills. They will happen across KLAs. Reliable and valid data will be used to determine sprints.



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.

Improvement Measures

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.

Achieve excellence in the SEF Self Assessment from delivering to excelling.

Overall summary of progress

All professional learning that occurs at Ulong P.S. is clearly linked to the Australian Professional Standards for teachers and is on display at staff meetings. Teachers are able to use this information for completing their teacher identified professional learning requirements. All staff have negotiated Performance and Development (PDP) goals as well as a shared goal that is common to all staff and aligns to the school plan. 2019 saw the development of new reporting procedures to parents. The reports are shared more regularly and the feedback from the community has been very positive. Reports include detailed work samples with clear learning intentions and success criteria. Parents are better able to understand the requirements of learning outcomes. Students who require personalised learning and support plans, including behaviour plans have them completed. The process employed allows for input from students and their caregivers.

Progress towards achieving improvement measures

Process 1: Sustained and measurable whole school improvement.

Evaluation	Funds Expended (Resources)
Teachers and leaders are able to systematically and regularly monitor a range of indicators to gauge the impact of the school plan on student learning and progress. Students are plotted every 5 weeks on Plan data and teaching practice is altered according to their needs.	Awards, certificates, Teacher release. Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$700.00)• Low level adjustment for disability (\$1500.00)

Process 2: Instructional Leadership across the school.

Evaluation	Funds Expended (Resources)
Every student has an Individualised & Personal learning Plans. Teachers have sound understanding of the Learning progressions & School excellence framework.	Use of IL to support teachers. PL's delivered to their PDP goals.

Progress towards achieving improvement measures

Every student has an Individualised & Personal learning Plans.

Teachers have sound understanding of the Learning progressions & School excellence framework.

QT rounds supported and encouraged.

Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$500.00)
- Low level adjustment for disability (\$1000.00)

Process 3: The school to Implement PBL & investigates evidence based approached to student behaviour and wellbeing, consistently applied by all staff and using data to guide future action.

Evaluation	Funds Expended (Resources)
<p>Yarning circle & signage installed.</p> <p>2 teachers attend tier 1 training at Tamworth.</p> <p>1 teacher attended hub meeting.</p> <p>Teachers implementing PBL lessons.</p>	<p>Teacher release yo enable them to attend Hub meetings.</p> <p>Extra GA time to install the signage and design the yarning circle.</p> <p>Professional Learning of Tier 1 PBL at Tamworth.</p> <p>Signage & material for yarning circle.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$5500.00)

Next Steps

*Students will demonstrate motivation to 'do their best' and continually improve. This will be monitored through the student's ability to track their own progress; to understand and articulate success criteria and to respond to feedback in a positive and reflective manner.

*Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Teacher Release. Employed SLSO \$14361.	Every student benefited from Multi & Mini lit as we saw improvement in their reading. Every student had their PLP & ILP'S. Aboriginal tutor was employed to support students in class.
Low level adjustment for disability	Resources purchased to make visible timetable and employed a SLSO to support the students with disability \$4369 (Equity Loading – Disability adjustment.)	Students with disability will feel supported and will see some progress.
Quality Teaching, Successful Students (QTSS)	Teacher release \$7302 (QTSS)	To check the effectiveness for their teaching and get valuable feedback from other colleagues.
Socio–economic background	Classroom teacher employed. supporting incursions and online learning platforms purchased. \$58268. Funding Sources: • Socio–economic background (\$58 268.00)	Student learning is improved by reducing student/teacher ratio. Student understanding is enhanced by linking the learning outcomes with virtual tours and online learning platforms.
School Support Allocation (Principal Support)	A SAO is employed to support the teaching principal with WHS and with technology. Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$11 500.00)	This enabled the teaching principal to spend more time in classroom teaching.
Early Action For Success	Instructional Leader. Teacher release to work one on one with the Instructional leader. Funds used from Literacy & Numeracy \$2769 & professional learning \$5013. Funding Sources: • Initiative Funding (\$7 820.00)	Teachers will develop L3 and Learning Sprints processes to enhance their teaching practices. Student learning outcomes will improve. More collaborative practices with the other Orara valley Early For Action Schools..



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	14	10	10	7
Girls	11	10	13	8

Student attendance profile

School				
Year	2016	2017	2018	2019
K	98.3	93	78.1	89.5
1	86.7	96.2	87.7	0
2	91.4	89.7	90.9	86.6
3	90.8	79.6	87.4	74.7
4	95	88.2	86	84.4
5	89	91.5	87.7	82.8
6	93.7	87.4	84.7	83
All Years	92.1	89.4	86.2	83.6
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
Classroom Teacher(s)	0.65
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*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	236,398
Revenue	519,020
Appropriation	510,720
Sale of Goods and Services	49
Grants and contributions	6,111
Investment income	2,140
Expenses	-451,551
Employee related	-404,485
Operating expenses	-47,066
Surplus / deficit for the year	67,469

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	0
Equity Total	99,163
Equity - Aboriginal	14,361
Equity - Socio-economic	58,268
Equity - Language	0
Equity - Disability	26,534
Base Total	377,196
Base - Per Capita	5,397
Base - Location	12,808
Base - Other	358,992
Other Total	9,809
Grand Total	486,168

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.



Parent/caregiver, student, teacher satisfaction

Ulong Public School excels with their innovative learning. My daughter is now able to work independently and I believe thriving with the work set out for her. Her literacy and numeracy skills are above my expectations, she has the ability to self correct her incorrect answers which has given her more confidence not only at school but with her home life too.

The high expectations set out in the classroom shows with the amount of respect the students have for each other and the teachers. The school, parents and community collaborate excellent together. This showed when we had the Inaugural Mogie (Mountain Logie) event, which brought our whole community together and in which we took out three of the four awards. I could not be more prouder to have my child go to this amazing little school.

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.

