

# Ultimo Public School

## 2019 Annual Report



3305

## Introduction

The Annual Report for 2019 is provided to the community of Ultimo 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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### Message from the principal

2019 was an exciting year for Ultimo Public School as work on the new school made fast progress, whilst school operations continued at the temporary location at Wattle Street. A robust operational plan was created for the new school and our staff collaborated with School Learning Environments and Change (SLEC) to create a transition strategy to ensure students, teachers and leaders are confident and capable to transition into new learning environments.

The strategic directions of our school plan continue to drive our pursuit for wellbeing, the sophisticated delivery of literacy programs for high level learning and the expansion of quality initiatives and practices in the areas of Science, Technology, Engineering, Arts and Mathematics (STEAM).

The school also continued to be a dynamic, caring and innovative environment that caters for its culturally diverse community. This year has been another year of increased learning opportunities and achievements as students continued to flourish academically and in their physical health. Our High Potential and Gifted Education program (Australasian Problem Solving and Mathematical Olympiad) was expanded to include Year 2 and Stage 2 students as well as Stage 3 students. Subsequently, 2019 NAPLAN results displayed strength and growth for both Year 3 and 5 students in Numeracy and also in Literacy. Staff participated in professional learning workshops related to Seven Steps to Successful Writing, flexible learning spaces, future-focused learning, collaborative teaching and innovative apps and programs aimed at developing technology skills in students. Moreover, our professional relationship with the Powerhouse Museum continued with our engagement in the Thinkersshield program.

This year the school held its annual Creative and Performing Arts Show for the final time at our temporary site and will return again in 2020 at our redeveloped school site. The event showcased the incredible talents of all students in Performing and Visual Arts, including impressive artworks, choral and film presentations. Additionally, our Movie Club students and Yanada class showcased their short films, Walking on Yanada and The Story, at the Film By the Ritz Festival in Randwick. The Film Club's short film, An Okay Day, was also featured at the Film By Broken Hill Festival.

Moreover, our junior choir, senior choir and recorder group proudly represented our school at several notable events including the Celebration Sing Out at Town Hall, the Festival of Choral Music at the Sydney Opera House, the Schools Spectacular at the Qudos Bank Arena and the Festival of instrumental Music.

Ultimo Public School is incredibly fortunate to have an actively engaged community. The P&C raised in excess of \$15,000 through such successful initiatives as the annual Ultimo Fun Run and Sushi Wednesdays and Fridays. Much of these funds were used to acquire thirty Chromebooks for student use. Also, Christmas in Pyrmont, which has had a strong affiliation with the school, contributed \$20,000 to the school to be used to engage School Learning Support Officers (SLSOs) to assist students with special learning needs.

I wish to thank all staff members, families and extended community members for their contributions and dedication to the students of Ultimo Public School.

Demetri Tilliris, Acting Principal



## School background

### School vision statement

Ultimo Public School is creating a culture where all students are physically active beings who will develop their muscular skeletal selves as healthy, strong people. The school vision is practised through everything we do, whether it be by a school leader, teacher, student or parent. The school vision is underpinned by our key message, which is that physical and mental wellbeing can enhance and make best use of quality learning and teaching. We embed our message with Health and Wellbeing, which is our first strategic direction. At Ultimo, we believe that once this is firmly embedded in our school culture, Strategic Direction 2 (Literacy) followed by Strategic Direction 3 (Science, Technology, Engineering, Arts and Mathematics) will be enhanced and maximised.

### School context

Ultimo Public School is an Inner Sydney school, located on the fringe of Sydney's Darling Harbour and Chinatown areas. The school is within walking distance of Sydney's CBD as well as many educational resources such as the Powerhouse Museum, the State Library of NSW, the NSW Museum and other major landmarks of Sydney.

The school has a positive reputation in the community as being a provider of high quality inclusive educational practices that cater for the academic and wellbeing needs of all students. An active and involved P&C and parent body enhances the educational outcomes of the students.

In recent years, Ultimo Public School has experienced steady enrolment growth due to the revitalisation of the Pyrmont and Ultimo areas. In 2018 the school had an enrolment of 287 students in 12 classes and by 2019 it grew to 314 students in 13 classes. In 2020, the school is projected to grow to 382 students with 15 classes. Subsequently, Ultimo Public School will be transitioning to new facilities in Term 1 2020, following the completion of a significant building program. The new school will have a capacity of 800 students and will cater for the growing educational needs of the Ultimo/Pyrmont community for many years to come.

Ultimo Public School serves a rich and culturally diverse local community. Just over 69% of students speak a language other than English and 5% of students identify as Aboriginal. The major languages represented at the school include Mandarin (15%), Cantonese (8%), Thai (8%), Japanese (7%) and Indonesian (5%).

The school provides a positive and caring environment where each student feels respected, nurtured and challenged to achieve individual excellence. The school strongly promotes the values that form the basis of a democratic and just society. From 2018 to 2019, the Instructional Leader worked with teachers to co-plan, co-design and co-teach balanced literacy and numeracy lessons. The school also delivers strong programs in creative and performing arts, culminating in a Creative and Performing Arts Show in the latter half of each year. Mandarin community language is also taught at the school. Ultimo Public School strives to be at the cutting edge of educational innovation by forming deep partnerships with local universities. It also enjoys close links to local community groups, such as the Powerhouse Museum.



## 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	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing



## Strategic Direction 1

### Health & Wellbeing

#### Purpose

##### Purpose:

To improve the capacity of students to be physical beings by following the guidelines of the Physical Literacy Continuum and the new K–10 PDHPE Syllabus to enhance student academic achievement.

This will be achieved through:

- Engagement in the Live Life Well at School (LLW@S) program;
- Teacher professional learning in the Physical Literacy Continuum and the new K–10 PDHPE Syllabus;
- The development of a whole school PDHPE scope and sequence and new PDHPE units of work based on the Physical Literacy Continuum and the new K–10 PDHPE Syllabus;
- Teachers differentiating PDHPE curriculum delivery to meet the needs of individual students;
- Stage 3 students being informed of the importance and forms of physical activity, given opportunities to research their own levels of physical activity and provided feedback on their own levels of physical activity;
- Extra-curricular learning opportunities that are significant, support student development and are strongly aligned with the school's vision, values and priorities;
- Providing opportunities for parents to be involved and informed in Wellbeing/PDHPE initiatives, programs and events;
- The school identifying expertise within its staff and drawing on this to further develop its professional community.

#### Improvement Measures

Stage teams released to create innovative units of work based on the Physical Literacy Continuum and the K–10 PDHPE Syllabus. Even Year units completed in 2019 and odd year units to be completed in 2020.

The creation of a robust PDHPE Scope and Sequence incorporating innovative units of work, the Physical Literacy Continuum and the K–10 PDHPE Syllabus.

Executive and all staff to use the School Excellence Framework to plot the school's strengths and areas for further direction.

Parent and student surveys results (prior to and at the completion of the Live Life Well at School Program) reveal improved data on student/family physical activity and nutrition practices and attitudes towards how the school approaches Well-being and PDHPE programs.

#### Progress towards achieving improvement measures

**Process 1:** Students will continue to participate in a comprehensive and inclusive framework of activities that supports their cognitive, emotional, social, physical and spiritual well-being. Such activities include Circle Solutions, Life Education, Buddies, Got Game and SEDA College sports clinics (2018 and 2020). The content of these activities will be integrated into other Health and Personal Development programs.

Evaluation	Funds Expended (Resources)
Staff successfully created even year PDHPE units, which are ready to be used in 2020. Some odd year units of work have been created and the full odd year scope and sequence will be finalised in 2020.  SEDA College has been booked to present soccer clinics in Term 2 of 2020.	\$1020 for two casuals.

**Process 2:** Staff re-visit Restorative Practices to assist students to actively engage in strategies and techniques for Restorative Justice.

Evaluation	Funds Expended (Resources)
Restorative Justices practices were revised with staff in staff meetings in	

## Progress towards achieving improvement measures

early Term 1, where restorative question cards were given to each staff member. Restorative practices have been included by staff members in the creation of new PDHPE units.

Time was allocated throughout the year in Staff Development Days to revise Restorative Justice Practices. Kindergarten 2020 parents were given a presentation on Restorative during Kindergarten Orientation.

**Process 3:** Until 2019, students to be involved in the following Got Game programs:

- Term 1 Yoga (indoor)
- Term 2 Athletics (actual shot put and discus) + Cross Country Carnival
- Term 3 Fundamental Movement Skills + Athletics Carnival
- Term 4 – Dance (indoor) + Fun Run and Swimming Lessons.

From 2020, students to be involved in the following Got Game programs:

- Term 1 **Fitness & Resilience** (indoor) + Swimming Carnival (Years 1 to 6)
- Term 2 **Gym, Athletics & FMS** + Cross Country Carnival
- Term 3 **Ball Sports & Ball Skills (including Basketball&/or Netball)** + Athletics Carnival
- Term 4 – **Dance & Rhythm (indoor)** + Fun Run and Swimming Lessons.

Evaluation	Funds Expended (Resources)
<p>The Got Game program continued throughout 2019.</p> <p>The new PDHPE scope and sequence, which will be implemented from 2020, has been updated to include the following:</p> <ul style="list-style-type: none"> <li>• Term 1 <b>Fitness &amp; Resilience</b> (indoor) + Swimming Carnival (Years 1 to 6).</li> <li>• Term 2 <b>Gym, Athletics &amp; FMS</b> + Cross Country Carnival</li> <li>• Term 3 <b>Ball Sports &amp; Ball Skills (including Basketball&amp;/or Netball)</b> + Athletics Carnival</li> <li>• Term 4 – <b>Dance &amp; Rhythm (indoor)</b> + Fun Run and Swimming Lessons.</li> </ul>	<p>Families are asked to support this initiative through the payment of voluntary school fees.</p>

**Process 4:** Through guest speakers and/or collegial sharing, staff will receive professional learning on:

- The LLW@S program
- The Physical Literacy Continuum
- The K–10 PDHPE Syllabus

Evaluation	Funds Expended (Resources)
<p>Most training in the areas of LLW@S, the Physical Literacy Continuum and the K–10 PDHPE Syllabus was completed in 2018 but three staff members continued to receive ACHPER training on the PDHPE K–10 Syllabus in 2019. These staff members are part of the Wellbeing Strategic Direction Team and used their new knowledge to support staff in the creation of units of work and the draft PDHPE scope and sequence.</p>	<p>3 casual staff x \$400</p> <p>course fees x 3 x \$200</p>

**Process 5:** Staff will be empowered to follow the guidelines of the Physical Literacy Continuum and the PDHPE Syllabus, through the creation of an updated PDHPE scope and sequence encompassing the two documents. This will be initiated by members of the Wellbeing Strategic Direction Team and completed in consultation with staff.

Evaluation	Funds Expended (Resources)
<p>The new units are based on the new PDHPE K–10 Syllabus and include elements of the Physical Literacy Continuum, the Well-being Framework, the Child Protection document, the Drug Education document, Restorative Practices and anti-bullying.</p>	

**Process 6:** Whole-stage fitness to be encouraged – optimally 3 times per week. Classroom Teachers to document in programs or class timetables 150 minutes of planned physical activity each week.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Whilst all classes demonstrated 150 minutes of planned moderate to vigorous physical activity per week, not all stages are logistically able to come together for fitness/sports each week. ES1 and most of S2 were able to achieve this though. S1 and S2 had classes that would join together each week.

**Process 7:** iEngage Physical Activity Pilot Study Staff of the University of Sydney will record the level of physical activity of Year 5 and/or Year 6 students, using an activity sensor (GeneActiv) to be worn for 5 school days. The students will be informed of the importance and forms of physical activity. They will also be given feedback on their own levels of physical activity. Where necessary, parents in-serviced by iEngage staff on physical activity and updated on the iEngage pilot program.

Evaluation	Funds Expended (Resources)
<p>This pilot and project successfully took place in 2017 and 2018. Results/statistics from iEngage research/project were used to inform staff in a staff meeting in 2019 about the needs of students that can be taken into consideration when creating units of work in Term 3.</p>	<p>A research grant of \$5000 was provided to the school in 2018 by the office of the Director Education Leadership for Port Jackson. These were used to:</p> <ul style="list-style-type: none"> <li>release teachers</li> <li>purchase PDHPE resources</li> <li>engage a nutritionist to present to students and teachers</li> </ul>

**Process 8:** Teachers to model and remind students and parents of nude food practices. Eating indoors will support this and lead to maintenance of maximum play time. Thorough discussion and consultation with staff prior to food events.

Evaluation	Funds Expended (Resources)
<p>Students eat for fifteen minutes each day before their lunch play break. Teachers supervise and observe students as they eat. Parents contacted if lunch is consistently at an unhealthy standard.</p> <p>Kindergarten parents of 2020 were presented on healthy lunch boxes and nude food.</p> <p>Staff successfully created PDHPE even year units of work including concepts and practices relating to nutrition.</p>	<p>Food and Me Units (Health and Nutrition Australia) acquired for all stages.</p>

**Process 9:** Teachers in each stage will be encouraged and supported to conduct internal (stage) swaps PDHPE activities in preferred areas of teaching expertise and/or mentoring of teachers, particularly in the area of PDHPE.

Evaluation	Funds Expended (Resources)
<p>Teachers have initiated and coordinated such successful activities as Kindergarten morning laps and inter-stage fitness sessions.</p>	

**Process 10:** Staff will be given stage planning time to create fully integrated PDHPE units of work that also align with the PDHPE K–10 Syllabus and the Physical Literacy Continuum.

Evaluation	Funds Expended (Resources)
<p>Stage planning days took place in each term of 2019. On each day, one hour was allocated to working on units of work. Subsequently, staff successfully created even year PDHPE units, which are ready to be used in 2020. Some odd year units of work have been created and the full odd year scope and</p>	<p>2 casual days + specialist teachers</p>



## Progress towards achieving improvement measures

sequence will be finalised in 2020.

**Process 11:** A buddy system will operate between Kindergarten and older stages, focusing on sport, with the aim to expand to all grades and stages.

Evaluation	Funds Expended (Resources)
Two classes were involved in the buddy program in 2019. Staff meeting discussions revealed staff feel the curriculum is crowded and there are many interruptions to their class routines. Ways of freeing up time were discussed and will be reviewed in 2020.	

**Process 12:** SEDA College to be re-engaged to provide more sporting opportunities for both boys and girls: Girls soccer/rugby sessions separate from boys soccer/rugby sessions.

Evaluation	Funds Expended (Resources)
Due to high demand, we were unable to book SEDA College for 2020 but clinics have been successfully booked for Term 2, 2020 for Years 1 to 6 students.	

**Process 13:** A variety of extra-curricular activities will be encouraged to complement the schools PDHPE and Wellbeing initiatives.

Evaluation	Funds Expended (Resources)
Teaching staff and community users ran such extremely successful initiatives as morning fitness and running Club, basketball, soccer and Hip Hop (coordinated by Dance Zone Productions). The fitness and running club is so popular amongst students and families that a waiting list exists for this program.	

**Process 14:** The P&C will be supported to continue its Fun Run initiative.

Evaluation	Funds Expended (Resources)
The annual Ultimo Fun Run continues to be one of the biggest P&C fund raising events. This Year's Fun Run raised \$13,641, which exceeded last year's amount of \$12,376.35! Thank you to Nick Childs and the P&C for all their wonderful efforts!	

**Process 15:** The P&C will be supported to continue its Sushi Wednesdays and Sushi Fridays.

Evaluation	Funds Expended (Resources)
The P&C continues to work with a local Japanese restaurant to supply discounted sushi and rice bowls to the students of Ultimo Public School every Wednesday and Friday. This initiative compliments the school's nude food and healthy lunch box initiatives.	

**Process 16:** The school will continue to have no canteen, choosing instead to educate families in providing healthy lunchboxes and to monitor this by observing students as they eat.

Evaluation	Funds Expended (Resources)
Each year, prospective Kindergarten parents are introduced to the concepts of nude food and healthy lunchboxes during the Kindergarten Orientation program in Term 4. Throughout the year, K-6 students stop to have lunch at	

## Progress towards achieving improvement measures

11:30 am each day and staff supervise and monitor students as they eat. Where necessary, classroom teachers connect with families that may require encouragement and support in providing healthy lunches for their children.

These practices are complemented by the P&C's sushi initiative. Furthermore, teachers are currently creating PDHPE units of work containing nutrition content for all stages/grades.

**Process 17:** Staff will be trained in co-teaching and maximising the use of flexible learning spaces to enhance teaching and learning practices in PDHPE.

### Evaluation

### Funds Expended (Resources)

In 2019, teachers have undertaken extensive training in collaborative teaching practices, flexible learning spaces and future-focused teaching practices. This professional learning will enhance the teaching of PDHPE at Ultimo Public School, especially as we prepare to move (in 2020) to our new school site, containing flexible learning environments.

## Next Steps

- Staff will be trained in co-teaching and maximising the use of flexible learning spaces to enhance teaching and learning practices in PDHPE;
- SEDA College to be re-engaged to provide more sporting opportunities for both boys and girls: Girls soccer/rugby sessions separate from boys soccer/rugby sessions;
- From 2020, students will have access to the basketball court located in the redeveloped Ultimo Public School;
- From Term 3 of 2020, Got Game will present basketball/netball lessons on the basketball court of the new school;
- The school will continue to have no canteen, choosing instead to educate families in providing healthy lunchboxes and to monitor this by observing students as they eat;
- The P&C will be encouraged to continue its Sushi Wednesdays and Sushi Fridays. initiative.



## Strategic Direction 2

Literacy with a focus on Writing

### Purpose

#### Purpose:

To build the capacity of teachers to deliver quality educational programs in Literacy, with a focus on writing and editing based on:

1. Evidence and research
2. Measured growth in learning
3. Differentiation

To enhance the creative writing abilities of students.

This will be achieved through:

- Professional learning in innovative literacy practices (based on evidence/research);
- Monitoring, evaluating and reviewing teaching and learning processes being embedded and undertaken routinely by:
- Integrating technology, the library and information services into curriculum delivery;
- Teachers differentiating the curriculum to meet the needs of individual students, ensuring personalised learning;
- Teachers communicating learning intentions and feedback to students;
- Data collected for the purpose of measuring growth in learning.

### Improvement Measures

Assessment data for all students (PLAN 2 data – Literacy Progressions, reading levels, writing samples, etc.) analysed to guide the assessment and reporting of student progress, with the majority showing expected growth per semester relevant to expected time frames.

The school's guided and home reading resources will be overhauled for better access and to reflect a simpler progression of reading levels (1–30). This process will result in positive feedback from staff, students and parents and will involve:

- improving teacher access to reading resources
- Implementing an audit of the Home Reader system from E1 – Extension and Reading Recovery levels 1 – 30
- culling dilapidated readers in order to provide a faster progression for students and create a sustainable system for growth in the future.

Seven Steps to Successful Writing concepts, practices and resources to become ingrained (sustained) in the teaching of literacy at UPS.

Majority of students (Years 1 to 6) will produce sound to high quality written texts (particularly narratives and persuasive texts).

There will be an increase of mid–range students achieving in the top three NAPLAN bands in English (particularly writing), thus achieving the Premier's Targets (from 2019).

### Progress towards achieving improvement measures

**Process 1:** Equipping teachers to empower students to reflect on their own writing abilities by critiquing writing samples.

Evaluation	Funds Expended (Resources)
The <i>Measuring the Growth in Learning</i> session was delivered during a Stage 2 meeting. This proved successful and provided deep learning and discussion. Stage supervisors have been invited to have this workshop at Stage meetings at a future date.	

## Progress towards achieving improvement measures

Professional learning evaluations revealed staff found the two evening professional learning sessions on *The Daily English Block* (presented by Mary–Ellen Betts), to be highly engaging and relevant. It brought stages together and reinforced the need to plan, explicitly teach and collaborate.

**Process 2:** Surveys of staff, students and parents on various matters pertaining to literacy. E.g. TTFM surveys on our literacy focus, surveys on the delivery of handwriting in classes and on touch typing with particular focus on Years 3–6.

Evaluation	Funds Expended (Resources)
<p>Tell Them From Me (TTFM) surveys demonstrate staff believe the various literacy professional learning (7 steps, Literacy Block, etc.) have had a positive outcome on their teaching practices and student outcomes.</p> <p>Once the school has migrated to the new building and collaborative teaching has been eased–into, staff will factor touch–typing into their regular programs.</p>	

**Process 3:** Overhaul reading resources by:

- re–bagging / labelling guided readers
- surveying staff as to what we need in terms of reading resources and purchase appropriate resources.
- Relocating reading resources to a suitable location in the new school building.
- Subscribing to online reading resources such as ePM Home Readers, English Stars and Soundwaves.

Evaluation	Funds Expended (Resources)
<p>Another \$2000 was spent on home readers in order to extend our current boxes at each level between 1 and 30 as we are projecting to increase by another class 2020.</p>	Home Readers \$2000

**Process 4:** Provide a program of high quality professional learning for all staff in Quality Teaching of English, with a focus on class programming.

Evaluation	Funds Expended (Resources)
<p>Professional Learning evaluations revealed staff found the Twilight sessions (The Daily English Block, presented by Mary–Ellen Betts) to be highly engaging and relevant. It brought stage teams together and reinforced the need to plan, explicitly teach and collaborate.</p> <p>The <i>Measuring the Growth in Learning</i> session was delivered to Stage 2 teachers during a stage meeting. This proved successful and provided deep learning and discussion. The other stage teams have been invited to have this workshop at stage meetings at a future date.</p> <p>TTFM surveys demonstrate staff believe the various literacy professional learning sessions (7 steps, Literacy Block, etc.) have had a positive outcome on their teaching practices and student outcomes.</p>	

**Process 5:** A member of staff to be released to analyse and compare reading and spelling assessments, report grades (i.e. the %age of Basic, Sound, etc.), PLAN data and NAPLAN results, which will be funded by QTSS resources.

This will ascertain the level of consistency in teacher judgement and help identify those students aligned to the Premier's Targets.

Evaluation	Funds Expended (Resources)
<p>A member of staff was engaged to work with the instructional leader to collate all data collected so far and create a sustainable system of measuring growth</p>	

## Progress towards achieving improvement measures

over time, especially the next few years as we move from 300 to 600+ students. This was very productive but is still a work in progress.

**Process 6:** Staff will be provided with opportunities to observe quality teaching involving collaborative teaching, future-focused and inquiry-based learning programs in at least one neighbouring school.

Evaluation	Funds Expended (Resources)
All staff members were given opportunities to observe collaborative teaching practices, inquiry-based learning and the effective use of flexible learning environments in schools that have new builds such as ANZAC Park Public School, Linfield Village, Bella Vista Public School and Bourke Street Public School. Several teachers also attended a co-teaching network meeting at Randwick Public School. Staff members also worked closely with School Learning Environments and Change (SLEC) to create a transition plan for the move to the new school.	

**Process 7:** Stage Planning Days for all staff Wk 10 Terms 1–3 to support quality teaching planning involving future-focused and inquiry-based learning.

Evaluation	Funds Expended (Resources)
Stage planning days took place each term and were very productive. Throughout the year staff used the four stage planning days to plan teaching and learning programs focusing on the Literacy and Numeracy Progressions, incorporating concepts of the Seven Steps to Successful Writing programs and utilising such effective teaching and learning tools as Synthetic Phonics and the Sound Waves online program.	

**Process 8:** Staff will be trained in co-teaching and maximising the use of flexible learning spaces to enhance teaching and learning practices in the area of literacy.

Evaluation	Funds Expended (Resources)
Staff members worked closely with School Learning Environments and Change (SLEC) to create a transition plan for the move to the new school. An operational plan was also created, which details how staff will be paired for co-teaching purposes and where classes/grades/stages will be located in the new school site. Professional learning on collaborative teaching was also received by all staff members.	

**Process 9:** The school will invest in the Sentral program, which will enhance teacher ability to record and track assessment data for each child.

Evaluation	Funds Expended (Resources)
The school has invested in the Sentral program, which contains such effective well-being, organisational, evaluation and tracking tools as Class Builder, interviews, referral tracking, data sheets, academic reports, attendance surveys, behaviour tracking and statistics, NAPLAN integration and much more. Class teachers have commenced including reading records, Waddington assessment results and report data on Sentral. NAPLAN results have also been exported to the program.	<p>\$9000 Subscription</p> <p>\$2000 Wellbeing data export from ESR</p> <p>\$2200 Final year ESR subscription until all reports and data exported to Sentral.</p>

**Process 10:** English Scope and Sequence updated to include the Learning Progressions (PLAN2).

Evaluation	Funds Expended (Resources)
This project has been deferred to 2020.	



## Progress towards achieving improvement measures

**Process 11:** The instructional leader will support classroom teachers in the area of formative assessment.

Evaluation	Funds Expended (Resources)
The instructional leader was successful in up skilling staff in the use of the literacy progressions to guide teaching and learning programs. A variety of formative assessments (such as Waddington) were collected from teachers and used to compile data on student achievement throughout the year.	

## Next Steps

- Existing English scope and sequence to be updated to include the Literacy Learning Progressions;
- Class teachers to use PLAN2 to track students achievement along the Literacy Progressions;
- Sentral to be used as a tool for collating formative assessment data.



### Strategic Direction 3

STEAM (Science, Technology, Engineering, Arts, Mathematics)

#### Purpose

##### Purpose:

To deliver quality educational programs in STEAM (Science, Technology, Engineering, Arts and Mathematics).

To build the capacity of teachers to deliver quality educational programs through the implementation of quality teaching of Science and Technology, Engineering, the Arts and Mathematics, thus developing skills in communication and enterprise.

This will be demonstrated through:

- Staff having purposeful leadership roles based on professional expertise and areas of interest;
- Monitoring, evaluation and review of processes being embedded and undertaken routinely;
- Curriculum delivery integrating technology, library and information services;
- The school providing a range of extracurricular offerings for student development;
- Teachers differentiating curriculum delivery to meet the needs of individual students;
- The school analysing internal and external assessment data to monitor, track and report on student and school performance;
- Parents having an understanding of what their children are learning and receive regular information to support progression to the next level;
- The school identifying expertise within its staff and drawing on this to further develop its professional community.

#### Improvement Measures

High Potential and Gifted Education – Maths Olympiad program expanded to include Years 2, 3 and 4 as well as Years 5 and 6.

Assessment data for all students (school report achievement levels in Mathematics, NAPLAN results, Maths Olympiad results, etc.) analysed to guide the assessment and reporting of student progress, with the majority showing expected growth per semester relevant to expected time frames.

As a result of annual involvement in the Out of the Box incursions, differentiated curriculum delivery and extra curricular programs, many students will display a variety of abilities in problem solving (enterprise), through working mathematically.

NAPLAN – An increase of students in Years 3 and 5 scoring in the top three bands for Numeracy tests (from 2019).

Students will engage (in class and extra-curricular) in maker space, robotics, coding and LEGO club activities.

#### Progress towards achieving improvement measures

**Process 1:** Students will be supported to understand how to independently and collaboratively unpack problems, within the scope of STEAM, through explicit teaching of strategies.

Evaluation	Funds Expended (Resources)
Teaching staff continue to follow the guidelines of the Australian Professional Standards for Teachers, various syllabus documents and the School Excellence Framework to provide explicit instructions and to communicate high expectations. This has served to support students to understand how to independently and collaboratively unpack problems, within the scope of STEAM, through explicit teaching of strategies	

**Process 2:** Students will create, investigate and present original artworks, musical compositions, short films and science projects.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

The school's annual Creative and Performing Arts show showcased the incredible talents of all students in Performing and Visual Arts, including original artworks, choral and film presentations.

*The Story* was exhibited at the *Film by the Ritz* film festival. *An OK Day* was exhibited at the Film By Broken Hill Festival. *Walking on Yanada* was produced by Mr Carter's Year 2 class and shown with *The Story*. Students were able to experience all parts of creating a film, including the submission. The Film Club and various classes presented to assemblies. Mr Carter would like to create a school-wide film festival event for 2020.

iPads, microphones, a tripod and a borrowed STEM film kit from the Department of Education.

**Process 3:** Students will be involved in planned lessons, groups and clubs to access challenging STEAM content. This can include musical groups (such as recorder, choir, guitar and keyboard), robotics, Maker Space opportunities, AECG STEAM Camp and High Potential and Gifted Education (such as Maths Olympiad and chess club).

Evaluation	Funds Expended (Resources)
<p>The Young Creators Conference in Term 3 was a highly successful event with six teams exhibiting their projects. Students were able to talk to other exhibitors as well as members of the public about their projects. The students reported how proud they were of their efforts and that they were able to exhibit along side secondary schools and computer clubs with many resources available to them.</p> <p>The High Potential and Gifted Education Maths Olympiad program was expanded to include Years 2, 3 and 4 as well as Years 5 and 6.</p> <p>NAPLAN results for 2019 show approx 70% of Years 5 and 6 students achieve in the top three bands.</p>	<p>The cost per student for 18 weeks –\$70.</p>

**Process 4:** Communication with **partners in our community** to gain human expertise, spaces to explore, specific STEAM programs and resources to compliment teaching and learning taking place. This will include an ongoing association with the Powerhouse Museum during the running of the Thinkersshield Program.

Evaluation	Funds Expended (Resources)
<p>Ultimo's relationship with the Powerhouse Museum was strengthened in 2019 and a commitment has been made to continue this relationship in 2020 and beyond.</p>	

**Process 5:** Staff involved in the investigation and researching of programs to complement or replace present programs supported in the school, e.g. Stepping Stones (Maths) and Primary Connections (Science).

Evaluation	Funds Expended (Resources)
<p>Stepping Stones has been evaluated via discussions in a staff meeting and the staff decided to replace Stepping Stones with iMaths as of day 1 of 2020.</p> <p>The Primary Connections resource has been stored due to limited space in the temporary site and will need time spent in replacing parts lost and setting up in the resource room of the new school in 2020.</p>	<p>One day for a teacher to be off-class in order to stock take.</p> <p>iMaths subscription</p>

**Process 6:** Staff interests identified and expertise developed through related and relevant professional learning, supporting individual PDPs and thus supporting and up-skilling of other staff.

Evaluation	Funds Expended (Resources)
<p>Staff were able to access many professional learning (PL) sessions as per their PDPs. E.g.:</p> <ul style="list-style-type: none"> <li>• Beginning teacher visits to other schools;</li> <li>• iMaths training;</li> </ul>	<p>Casuals to release staff</p> <p>Professional learning</p>

## Progress towards achieving improvement measures

- Out of the Box training to complement incursions for students;
  - EAL/D data collection training;
  - Fostering Academic Growth and Social Compatibility;
  - Classroom Management through Effective Teaching;
  - Visits to other schools to observe collaborative teaching and the use of flexible learning spaces.
- Executive staff monitored PDPs and guided staff to take up PL relevant to their PDP, throughout the year. PDP goals included a curriculum goal, a goal relating to the school plan and/or Departmental directives and a personal/professional goal.

Online teaching resources such as Phonics Hero, iMaths, Mathletics

**Process 7:** Designated staff members will create a Science Scope and Sequence, incorporating the Science and Technology Syllabus, as well as the Primary Connection units.

Evaluation	Funds Expended (Resources)
This will be delayed until we are in the new school in 2020.	

**Process 8:** Member of staff/executive released to compare report grades (e.g. % of Sound), PLAN data entered by class teachers and NAPLAN results (funded by QTSS funds). *This will assist to identify those students that should be targeted according to the Premier's Targets.*

Evaluation	Funds Expended (Resources)
A member of staff was engaged to work with the instructional leader to collate all data collected so far and create a sustainable system of measuring growth over time, especially the next few years as we move from 300 to 600+ students. This was very productive but is still a work in progress.	\$500 One casual day

**Process 9:** Designated executive/staff member or Maths committee to support staff in Mathematics by completing the Mathematics Scope and Sequence (incorporating the iMaths program and the Numeracy Progressions).

Evaluation	Funds Expended (Resources)
This will be delayed until 2020 and will need to include PLAN 2 progressions and iMaths content rather than Stepping Stones.	

**Process 10:** New School Environment – Staff and Leaders working together to make decisions on how best to resource and utilise new teaching and learning spaces., providing exciting new opportunities for students.

Evaluation	Funds Expended (Resources)
The ESR subscription, which includes reporting and assessment tools, has been replaced by Sentral. This will greatly assist with data collection and student tracking. 2019 NAPLAN results, reading levels and report results have already been uploaded.	\$9000p/a for Sentral subscription
All classrooms in the new school building are equipped with charging stations for portable devices.	\$2000 one off fee for transfare of Wellbeing data.
\$8000 has been spent on the purchase of five laptops for teachers, which will be delivered in early Term 1..	\$8000 for the purchase of five laptops for teachers.

**Process 11:** The school will invest in the Sentral program, which can be used to enhance teacher ability to record and track assessment data for each child.

Evaluation	Funds Expended (Resources)
The school has invested in the Sentral program, which contains such	\$9000 Subscription

## Progress towards achieving improvement measures

effective well-being, organisational, evaluation and tracking tools as Class Builder, interviews, referral tracking, data sheets, academic reports, attendance surveys, behaviour tracking and statistics, NAPLAN integration and much more. Class teachers have commenced including reading records, Waddington assessment results and report data on Sentral. NAPLAN results have also been exported to the program.

\$2000 Wellbeing data export from ESR

\$2200 Final year ESR subscription until all reports and data exported to Sentral.

**Process 12:** Staff will be trained in co-teaching and maximising the use of flexible learning spaces to enhance teaching and learning practices in all curriculum areas including Mathematics, Science and Technology and Creative and Performing Arts..

Evaluation	Funds Expended (Resources)
Staff members worked closely with School Learning Environments and Change (SLEC) to create a transition plan for the move to the new school. An operational plan was also created, which details how staff will be paired for co-teaching purposes and where classes/grades/stages will be located in the new school site. Professional learning on collaborative teaching was also received by all staff members.	

## Next Steps

- The update of the existing Mathematics scope and sequence to include the Numeracy progressions;
- The creation of a Science and Technology scope and sequence;
- The purchase film making equipment including a green screen;
- Continuation of the Thinkersshield program with the Powerhouse Museum;
- The continuation of the Out of the Box incursions;
- Sentral to be used as a tool for collating formative assessment data.;
- The purchase additional iPads and Chromebooks, which can support project based learning programs and NAPLAN online;
- Laptops for staff;
- Cameras and microphones to complement the MOCOW technology in the new school site.





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$15 449.00)</li> </ul>	<p>In 2019, twenty-three (23) students from ATSI background were enrolled at the school. Eligible students received learning assistance via Reading Discovery and Learning and Support Teacher allocations. Some also received support from School Learning Support Officers (SLSOs). Personalised Learning Plans were created in consultation with parents during Parent-Teacher Interviews in Term 2. Staff were sent to related professional learning courses and the school purchased resources to support learning.</p>
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$42 686.00)</li> </ul>	<p>The school employed an additional teacher for EAL/D programs 0.4 FTE (two additional days per week). This supplemented the programs for English Language proficiency, especially for children in the initial phases of English language development, most of whom were in Years K to 2.</p> <p>The purchase of electronic home reading resources (suitable for K to 2 students) and School Magazines Countdown to Touchdown (suitable for Years 3 to 6) increased the equity access for all students.</p> <p>Teachers used data effectively to inform the language acquisition needs for EAL/D students. The EAL/D, Reading Discovery and Learning &amp; Support teachers, as well as SLSOs, supported students and teachers inside and outside of the classroom to increase engagement with language proficiency.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$25 437.00)</li> </ul>	<p>The school's staffing entitlement for Learning and Support provided students in the lower bands with small group and individualised support in literacy and numeracy. Learning and Support funding allowed the school to employ a teacher for 3.5 days a week and Low Level Adjustment for Disability funding allowed for an additional day per week. A staff member was also released to present the Reading Discovery program to target Year 1 students needing a boost in their reading skills.</p> <p>Ultimo Public School also used consolidated funding (\$39,000) and Christmas in Pyrmont donations (\$30,000) to employ two SLSOs throughout the year to support student engagement in the classroom and to monitor behaviour and social skills in the playground.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$52 184.00)</li> <li>• Part Time Teacher (\$54 500.00)</li> </ul>	<p>An assistant principal was released to work as an instructional leader. Duties included mentoring two beginning teachers, supporting classroom teachers with formative assessment and data analysis, providing professional development for staff (particularly in the areas of literacy and observations of collaborative teaching at</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$52 184.00)</li> <li>• Part Time Teacher (\$54 500.00)</li> </ul>	other schools) and leading the evaluation of school practices using the School Excellence Framework.
<b>Socio–economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio–economic background (\$13 762.00)</li> </ul>	The school augmented Learning and Support programs and provided financial assistance to all families that made a request to waive fees for a variety of school programs including sporting events, camp, uniforms and excursions.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$28 260.00)</li> </ul>	Funding support received for two beginning teachers. These teachers received extra Release from face to face teaching (RFF) each week, and were released weekly to be supported by the instructional leader. They also received targeted professional learning (such as Synthetic Phonics and Behaviour Management through Effective Classroom Teaching) and visited other schools for observations.
<b>Targeted student support for refugees and new arrivals</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$1 401.00)</li> </ul>	There were no refugees at Ultimo Public School in 2019. The small funding allocation was used to supplement funding for SLSOs who were engaged to support students having difficulties transitioning to school, students with disabilities and new arrivals.



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	129	133	129	150
Girls	154	154	161	164

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.1	94.4	95.4	92.7
1	95.2	93.2	94.3	92.6
2	93.8	94.4	93.9	95.3
3	91.9	95.5	94.4	95.2
4	95.3	93.7	94.8	92.7
5	93.8	94.5	95	94
6	91.9	96.1	92.9	95.4
All Years	93.7	94.6	94.5	93.9
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

Since 2016, student enrolments at Ultimo Public School have risen steadily. It is anticipated that enrolments in 2020 will grow to approximately 375 students.

Attendance rates at Ultimo Public School for 2019 sit above state rates for most grades. Early Stage 1 and Stage 1 staff are vigilant in addressing punctuality and attendance issues to avoid patterns of bad habits occurring in the early years. Whole day and partial absences at our school were attributed to just a few families. Even so, there were no referrals made to the Home School Liaison Officer. The school continues to actively encourage regular attendance and punctuality to help families understand the importance of consistency in schooling and routines.

### 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
Assistant Principal(s)	3
Classroom Teacher(s)	11.54
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher ESL	1.4
School Administration and Support Staff	2.82
Other Positions	1

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

In 2019, one assistant principal was non-teaching as an instructional leader, funded by Quality Teaching Successful Students (QTSS) funding and other staffing entitlements. Hence, an additional classroom teacher was engaged.



In Term 4, staffing supplement funding of \$18400.20 was received to release one assistant principal to support the principal in transitioning the school from the temporary school site to the redeveloped site in Term 1 of 2020.

In 2019 our teachers undertook a suite of professional learning experiences, both on site and at other venues. Two teachers worked towards attaining accreditation at Professional Competence. All staff members were up to date in their mandatory training. Teachers also completed courses in the following areas as part of staff professional learning on site:

- Mandatory updates including Anaphylaxis, Child Protection, CPR and Code of Conduct
- Seven Steps of Successful Writing
- Learning Progressions
- Collaborative Teaching Practices, Effective Use of Flexible Learning Spaces and Future-Focused Teaching Practices
- Implementing a daily Literacy Block
- Thinkershield Mathematics and Robotics
- Out of the Box (Mathematics incursions)
- Synthetic Phonics.

Teachers also engaged in professional learning specific to their requirements for particular pedagogy and school needs. Staff engaged in professional learning across all areas of the curriculum and for career development, both during and out of school hours. Specialised courses were offered to teachers who teach students with particular needs and disabilities. The school invested \$19,668 in professional learning with expenditure covering course fees, materials and casual teacher relief.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2019, there were no Aboriginal members of staff at our school.



## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	345,814
<b>Revenue</b>	3,338,789
Appropriation	3,072,912
Sale of Goods and Services	32,401
Grants and contributions	229,514
Investment income	2,762
Other revenue	1,200
<b>Expenses</b>	-3,157,381
Employee related	-2,932,110
Operating expenses	-225,271
<b>Surplus / deficit for the year</b>	181,408

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 <b>Approved SBA (\$)</b>
<b>Targeted Total</b>	59,041
<b>Equity Total</b>	328,299
Equity - Aboriginal	15,449
Equity - Socio-economic	13,762
Equity - Language	196,968
Equity - Disability	102,120
<b>Base Total</b>	2,309,651
Base - Per Capita	68,045
Base - Location	0
Base - Other	2,241,606
<b>Other Total</b>	287,044
<b>Grand Total</b>	2,984,035

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](https://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

In NAPLAN, students demonstrated a steady trajectory of growth in literacy, but it must be noted that the assessment was completed online by students in 2019.

In 2019, 82% of Year 3 students achieved in bands 4, 5, 6 or higher in Grammar and Punctuation, 86% in Reading and 79% in Spelling and 50% in Writing.

71% of Year 5 students achieved in Bands 6, 7 and 8 in Grammar and Punctuation, 76% in Reading, 76% in Spelling and 61% in writing.

In 2018, 56% of Year 3 students achieved in Bands 5, 6 and higher in Writing and 14% of Year 5 students achieved in Bands 7 and 8 in Writing.

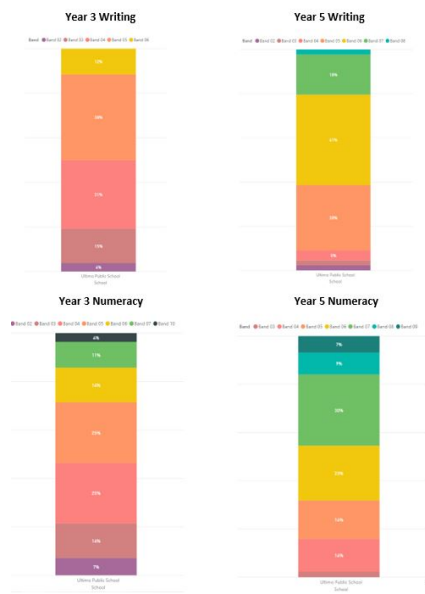
In 2019, 50% of Year 3 students achieved in Bands 5 and 6 in Writing and 20% of Year 5 students achieved in Bands 7 and 8 in Writing.

### Numeracy

In 2018, we managed to demonstrate a steady trajectory of growth in numeracy, but it must be noted that the assessment was completed online by students in 2019.

80% of Year 3 students achieved in Bands 4, 5, 6 and higher in Numeracy. 69% of Year 5 students achieved in Bands 6, 7 and 8 in 2019.

In 2018, 52% of Year 3 students achieved in Bands 5 and 6 in Numeracy and 44% of Year 5 students achieved in Bands 7 and 8 of Numeracy. In 2019, 54% of Year 3 students achieved in Bands 5, 6 and higher in Numeracy and 46% of Year 5 students achieved in Bands 7, 8 and higher of Numeracy.





## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. All surveys have reports detailing participant's responses and are available for interested parents. A snapshot of responses from each data set is presented below.

### 2019 Tell Them From Me – Parent Survey

Parent and caregivers of students were invited to provide feedback to the school based on four domains: the school environment, communication, learning and behaviour. Approximately 24 parents provided responses to the survey. The key findings from the survey include:

- 82% of parents stated they feel welcome at Ultimo Public School
- 75% of parents indicated they feel informed about their child's behaviour
- 85% of parents indicated reports on their child's progress are written in understandable terms
- 88% of parents agreed that Ultimo Public School supports positive behaviours and students are clear about school rules
- 80% of parents stated their children feel safe at school

### 2019 Tell Them From Me – Student Survey

The survey was conducted in Term 4 and measured 20 indicators based on the most recent research on school and classroom effectiveness. The following snap shots highlight data from 100 students in Years 4 to 6 that participated in the survey. The key findings from the survey include:

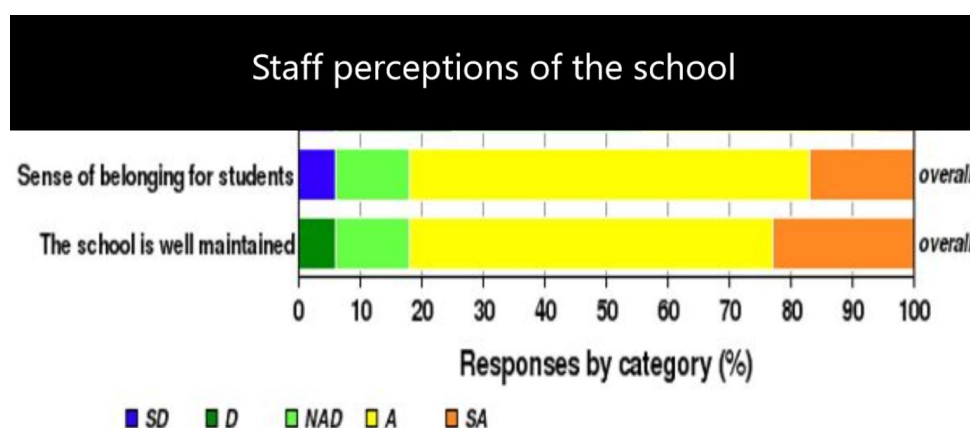
- 81% of students have a high rate of participation in sports with an instructor at school, other than in a physical education class
- 81% of students have friends at school they can trust and who encourage them to make positive choices
- 95% of students believe that schooling is useful in their everyday life and will have a strong bearing in the future
- 76% of students are interested and motivated in their learning
- 77% of students try hard to succeed in their learning
- 79% Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

### 2019 Tell Them From Me – Teacher Survey

17 teachers completed the survey. Here are their findings:

- 81% of teachers work with school leaders to create a safe and orderly school environment
- 82% of teachers set high expectations for student learning
- 78% of teachers discuss the learning goals for each lesson with students
- 85% of teachers use results from formal assessment tasks to inform lesson planning
- 82% of teacher work with other teachers and school leaders to support learning needs of particular students

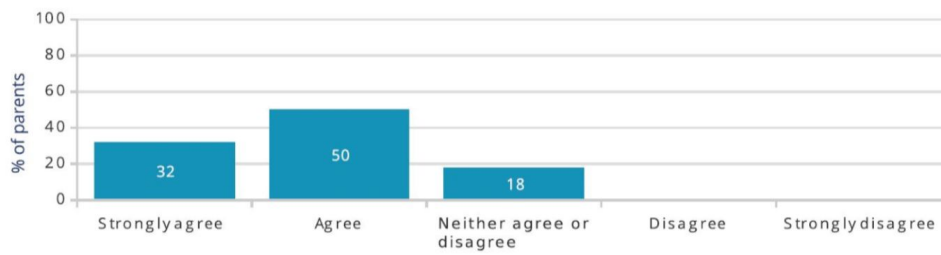
The findings from these surveys are used by the school to determine future action for student, staff and community development. They are also used as measure of the effectiveness of school policies, procedures and initiatives.



# Parent Surveys

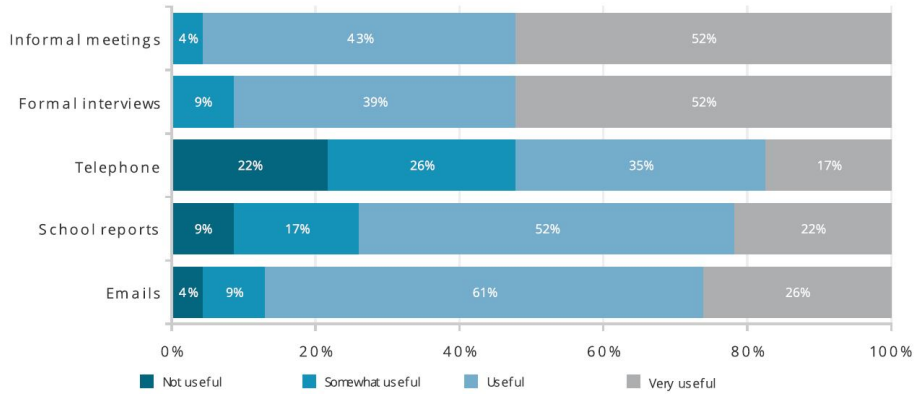
## New Build Updates

The school keeps me updated on the redevelopment of the Ultimo Public School site on Quarry Street.



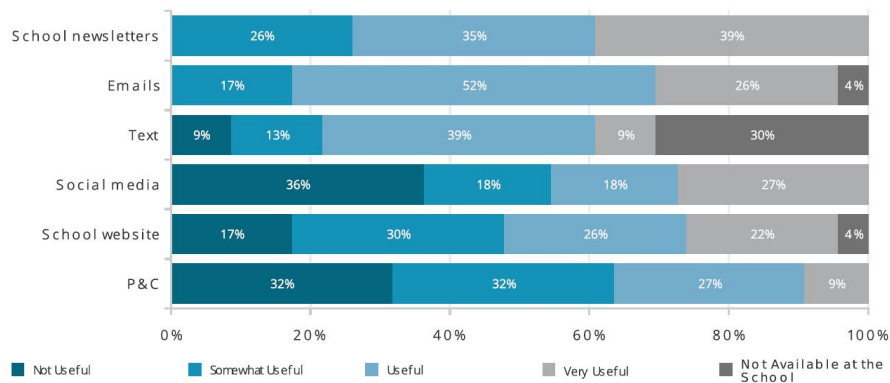
## Useful communication types at school

Please tell us how useful you think the following types of communication are when discussing your child with the school.



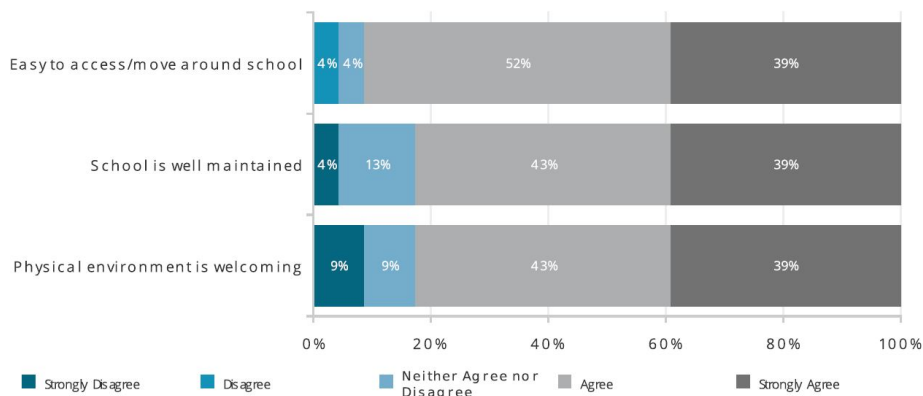
## Useful communication about school news

Please tell us how useful you think the following types of communication are for finding out news about the school.



## Perception of school facilities

How strongly do you agree with each of the statements:



## 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.

In 2019 there were twenty-three Aboriginal and Torres Strait Islander students enrolled at Ultimo Public School, with our Sydney Region Deadly Kid Award being presented to Jordan in Year 2. An important aim of the school's Aboriginal Education program is to deepen all students' understanding of and respect for Aboriginal culture and its contribution to our Australian heritage.

During parent-teacher interviews, indigenous families were allocated an extra fifteen minutes each to complete Personalised Learning Plans (PLPs) for students, which help set learning goals. The school continually purchases a range of culturally appropriate reading and teaching resources and units to support the teaching of Aboriginal perspectives across all key learning areas. The teaching and learning programs for all classes ensure that all students are exposed to Aboriginal history, culture and beliefs of contemporary Aboriginal Australia through the implementation of quality History and Geography programs and strategies. Aboriginal perspectives are embedded within school activities e.g. Acknowledgement of Country features as part of school assemblies.

This year, the Aboriginal Education Team invited indigenous parents and students to be part of it's planning process, with the aim of ensuring all students recognise and participate in significant Aboriginal events throughout the year (e.g. dedicated week of learning experiences and celebration for NAIDOC and Reconciliation Weeks, Sorry Day, etc.) In 2019, the theme for National Reconciliation Week was Voice Treaty Truth. As part of our NAIDOC Week activities, all students participated in performances by Aboriginal performers involving storytelling, dance and music. Moreover, Aboriginal and Torres Strait Islander parents played a greater role in presenting a variety of activities for students including damper making and Aboriginal games.

### 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.

The school provides an environment that is highly engaging, inclusive, sensitive and free of any form of discrimination. In 2019, a member of staff volunteered to be the Anti Racism Contact Officer (ARCO) and undertook the relevant training.

The ARCO presented professional learning to staff and played a major role in the organisation of Harmony Day celebrations. Harmony Day is a significant event at our school, where we acknowledge multicultural Australia. Tolerance and acceptance of individual differences are key elements of the school's Harmony Day activities, which highlight community participation and diversity with students becoming confident and articulate in expressing positive views against racism and discrimination in our school community.

### 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.

The school has a rich multicultural history embedded in its community. The school aims to promote a positive and caring environment through recognition and understanding of diverse cultural groups within our society. Ultimo Public School

promotes positive community relations through effective communication with parents and community members from diverse cultural and linguistic backgrounds, and by encouraging their participation in the life of the school. We engage the Harris Community Centre for individual cases where language may be a barrier. Our School has 66% Language Background Other Than English (LBOTE) students from over 34 different language backgrounds, including Aboriginal Language, Mandarin, Cantonese, Indonesian, Korean and Thai being the main first languages spoken by students' families.

### **Cultural Celebrations and Commemorations**

The school observes a number of cultural celebrations and commemorations including ANZAC Day, Harmony Day, Reconciliation Week, Sorry Day and NAIDOC Week. Visiting performances and the singing program provide opportunities for all students to become immersed in cultural activities. These events occur throughout the year and at numerous school assemblies.

### **Community Language**

All students participate in the school's Community Language (Mandarin) Program, which also empowers Native Mandarin speakers to receive support to develop and maintain their first language. This program enhances the students' understanding and respect of Chinese culture as well as promoting Mandarin literacy. The Lunar New Year is celebrated annually in assemblies.

### **EAL/D**

Students who are learning English as an additional language or dialect (EAL/D) are provided with appropriate support to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes. New arrivals are withdrawn several times a week for intensive small-group literacy activities. Collaborative planning and team teaching with classroom teachers takes place on a weekly basis to meet the needs of all EAL/D students, including those that are not necessarily new arrivals.

### **Curriculum**

Where possible, Aboriginal perspectives are integrated throughout the curriculum. History and Geography units focus on cultural celebrations, family origins and places of cultural significance. These teaching programs foster students' understanding of culture, cultural diversity and active citizenship within a democratic and multicultural society. The Anti-bullying program is taught from K to 6 and contains elements of anti-racism.

### **Ethics and Religious Education**

As requested by the school community, Ultimo Public School has volunteers who provide instruction in Ethics, Catholicism, Christian Anglican, Islam and Buddhism.

### **Other School Programs (optional)**

#### **Overnight Excursions**

This year, students from Years 5 and 6 attended an overnight excursion to our nation's capital, Canberra, for three days. The students visited Parliament House, the War Memorial and Questacon. In 2020, Stage 3 students will attend an overnight excursion to the Great Aussie Bush Camp at Tea Gardens.

