Urana Public School

2019 Annual Report

3314

Introduction

The Annual Report for 2019 is provided to the community of Urana Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Urana Public School
62 William Street
Urana, 2645
www.urana-c.schools.nsw.edu.au
urana-c.school@det.nsw.edu.au
6920 8005

School background

School vision statement

Urana Public School is an inclusive, personalized and innovative learning environment with authentic experiences through real world connections.

This is achieved through the delivery of high quality education driven by explicit teaching, high expectations, evidence–based programs and a collaborative approach which results in a dynamic classroom with engaged learners who reach their full potential.

We work together to create a positive school culture and foster valuable connections where the whole community can connect, succeed and thrive.

School context

Urana Public School is located in the Riverina region, central to Wagga Wagga, Albury, Deniliquin and Griffith. The school caters for eight students K–6 in a rural setting. Typically it has a strong history of educational delivery for students from Urana and surrounds, and in 2018 celebrated 150 years of the provision of a quality education. The school is supported by a community from diverse backgrounds with aspirational dreams for their children's future and who support the continuous improvement of the school in improving the literacy and numeracy outcomes for all students.

The school is an Early Action for Success (EAfS) school and has the support of an Instructional Leader, Literacy and Numeracy to support the implementation of quality early intervention literacy and numeracy programs such as Language Literacy and Learning (L3) and Targeting Early Numeracy(TEN) supported by Taking Off With Numeracy (TOWN) and Focus on Reading (FoR). These programs drive the quest for literacy and numeracy growth for all students.

Urana PS is a founding member of the well recognised and highly valued BiJOU Learning Community, Berrigan and Jerilderie are our partners. The learning community provides a vehicle to develop teachers' capacity to meet the literacy and numeracy needs of all students. as well as design innovative projects utilizing emerging technologies.

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	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	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Connections

Purpose

To encourage a cohesive education community, to promote community engagement and the development of positive and respectful relationships that support student wellbeing and learning and result in motivated students who seek continual self–improvement.

Improvement Measures

An explicit system of collaboration and feedback against the Australian Teaching Standards exists to drive individual performance of staff. Staff demonstrate growth against the standards.

Staff are fully engaged in learning partnerships that fuel innovation and informed exploration of new pedagogies in relation to emerging technologies supported by quality professional learning opportunities to grow their professional self.

Engagement and attainment is evident across the school/schools, students are psotively involved in school and community activities.

Progress towards achieving improvement measures

Process 1: *Teacher Professional Learning and Collaborative practice:*

Enhancing staff knowledge and skills through the implementation of high quality evidence based professional learning and collaborative structures to support shared learning

Evaluation	Funds Expended (Resources)
The part–time temporary classroom teacher undertook ongoing professional learning in Language Learning and Literacy (L3) and was also supported by and collaborated with the Instructional Leader (IL) each fortnight. Teaching Principal completed 3 days professional learning in Additive Strategies. Teaching staff attended and participated in the Sheena Cameron Writing Workshop. Following the professional learning, concepts and suggested tools and resources and activities were implemented in the classroom by teachers. Resources and strategies were shared between teachers. Teacher confidence improved, and differentiation of learning in numeracy was strengthened as evidenced in daily teaching and learning programs, professional conversations and student observations. Newly introduced teaching practices occurred during writing lessons and new tools used to target outcomes for students. In 2020 there will be a new part–time teacher who will participate in numeracy professional learning such as Additive Strategies. The teaching principal will be involved in Focus on Reading professional learning. Collaborative structures will be enhanced, for example, by involvement with the small school's network. There will be negotiated and supportive classroom observations of specific teaching practices aligned to new learning gleaned from professional learning. A new Instructional Leader will be in place to support high quality evidence based professional learning and collaborative structures and will attend staff meetings.	Sheena Cameron Writing Workshop– $1000 Additive Strategies– $1840 **Funding Sources:** • ($0.00)

Process 2: *A Planned Approach*

Staff and school community collaborate to build a shared understanding of the Wellbeing Framework and implement the Second Steps program to support the social and emotional development of the students

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
The outgoing principal from Urana PS took the Second Steps programs with her to her new substantive school at Berrigan PS. The program was not implemented at Urana PS by the outgoing teaching principal. I phoned the outgoing principal and she gave back the Year 4 Second steps program, which I then gave to the temporary teacher to implement in the classroom. This was only done for a term. Teaching staff did not participate in the professional learning "Engaging in the Wellbeing Framework". The Wellbeing Framework was, however, downloaded and discussed at a staff meeting. Students continued to be supported by the school chaplain. Speech therapy continued in Term 3 for one student, however the speech therapist wasn't available in Term 4. The speech therapist suggested activities and differentiation to utilise with this student, which was implemented by the teaching principal and SLSO. There were gains in this student's ability to form specific speech sounds and phonological awareness, which resulted in increased reading levels.	Speech Therapy– $1060 OT– $1430

Process 3: *Enhanced Opportunities*

Students engage in school programs to support their social and emotional development resulting in positive relationships, a sense of belonging and move towards becoming active and informed young citizens

Evaluation	**Funds Expended (Resources)**
Students participated all year in programs run by the school chaplain to support their social and emotional growth. In particular, the "Drum Beat" and "Rock and Water" programs. They also visited the local nursing home residents on a weekly basis, learning how to communicate and strengthen relationships with their local community. These programs increased personal resilience in students, and gave them the skills necessary to be tolerant and supportive of others and their personalities and points of view. This personal growth also contributed to more focussed students and increased learning outcomes.	Rock & Water"– $1054.55 Drums– $1536.36 Grip Leadership– $551 Life Education– $70 Drama Camp– $300 Steam Camp– $300 "Blue Earth"– $5750

Strategic Direction 2

Engaged Learners

Purpose

To improve student learning and outcomes across all curriculum areas through the development and delivery of consistent high quality collaborative reflective teaching practice using quality evidence to inform teaching practice utilising innovative and engaging programs.

Improvement Measures

All students to demonstrate improved literacy and numeracy capabilities as evidenced by continued progress against the Literacy and Numeracy Learning Progressions and proficiency in line with the Premier's Priorities.

The 21st century learning skills and attributes of critical and creative thinking, collaboration and inquiry are evident in all teaching programs.

Progress towards achieving improvement measures

Process 1: *Early Action for Success*

Learning is data driven and based on formative assessment practices and learning progressions, targeted intervention and feedback that reflects the evidence and allows access to tailored support, extension and enrichment.

Evaluation	Funds Expended (Resources)
An instructional leader was retained for the entirety of the year and visited the school fortnightly. The part–time temporary teacher also participated in ongoing professional learning in L3. The instructional leader supported teaching staff in the classroom through modelling and observations and assisted them to chart students' progress according to the learning progressions. Specific individual student needs were targeted as a result of formative assessment and their situation along the "learning progressions". Individual Education Programs (IEPs) and Individual Learning Plans (ILPs) were constructed for all students at the outset. The targets in the IEPs and ILPs were specific and measurable and adjusted every 5 weeks according to student growth and current needs. Student learning outcomes were therefore increased and constantly monitored. Feedback was given to students as to their progress and goals.	Instructional Leader PL– $3000

Process 2: *Innovation*

Develop staff skills, structures and processes for the implementation of innovative curriculum across the school.

Design and implement learning experiences using emerging technologies and 21 C learning skills across the school

Evaluation	Funds Expended (Resources)
Teaching staff participated in professional learning on robotics. Students then participated in enrichment days using robotics and were required to think creatively, critically, communicate and collaborate. The digital and interactive application SeeSaw was downloaded onto all student iPads by the teaching principal. Students thoroughly engaged in the app, demonstrating their skills in a variety of ways, such as through written tasks, audio and video. For example, using concrete materials to explain a number strategy and having a peer video them doing it. The app also enables the students to develop and consolidate new skills leading to increased student learning outcomes and engagement. Music tuition commenced in Term 3 under the instruction of the teaching principal, with students beginning to learn the ukulele.	Robotics– Michelle Meracis– $2300

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	.10 staffing $10, 672 and Flexible $3,600 = $14,271 in total	A local Speech therapist was engaged by the school to continue speech therapy for the students who needed it. Sporting agencies such as "Blue Earth" were contracted to focus on fundamental movement skills , especially for those students who need to improve coordination. Ongoing professional development continued for teaching staff so they could address low student performance in literacy and numeracy. Concrete classroom resources were updated for phonics and math to assist low ability students to reach curriculum outcomes. A School Learning and Support Officer (SLSO) was employed 10 hours per week, to assist a new kindergarten student who is on NDIS funding and also students who are achieving at levels below their year levels in specific key learning areas.
Socio–economic background	Staffing 0.10 $10,672 and Flexible funding $15,427= $26,099 in total	Two students were selected to attend Stewart House. As all students at Urana Public School are from low socioeconomic backgrounds, the school fully paid for their excursions. All students participated in an overnight excursion to Melbourne and Stage 3 students enjoyed an overnight excursion at another school. Funds were utilised to ensure students engaged in experiences such as drama, musical performances and technology "STEM" camps. Students were financially supported to attend regional sporting carnivals, accompanied by staff.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	12	8	5	5
Girls	7	5	3	3

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	99.4		91.9	
1	86.9			85.4
2	90.7	88.5	100	
3	96.4	97.2	92.5	88.5
4	92.7	96.8	91	90.6
5	89.4	90	95.8	97.9
6	93	95	83.2	89.2
All Years	92.2	92.6	92	90.7
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4		93.8	
1	93.9			92.7
2	94.1	94	93.5	
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	93.8	93.4	92.7

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)	0.24
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.95

*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	158,923
Revenue	571,672
Appropriation	567,987
Sale of Goods and Services	103
Grants and contributions	2,293
Investment income	1,289
Expenses	-573,691
Employee related	-457,836
Operating expenses	-115,855
Surplus / deficit for the year	-2,019

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	40,370
Equity - Aboriginal	0
Equity - Socio-economic	26,099
Equity - Language	0
Equity - Disability	14,271
Base Total	343,334
Base - Per Capita	1,877
Base - Location	16,929
Base - Other	324,528
Other Total	163,463
Grand Total	547,167

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.
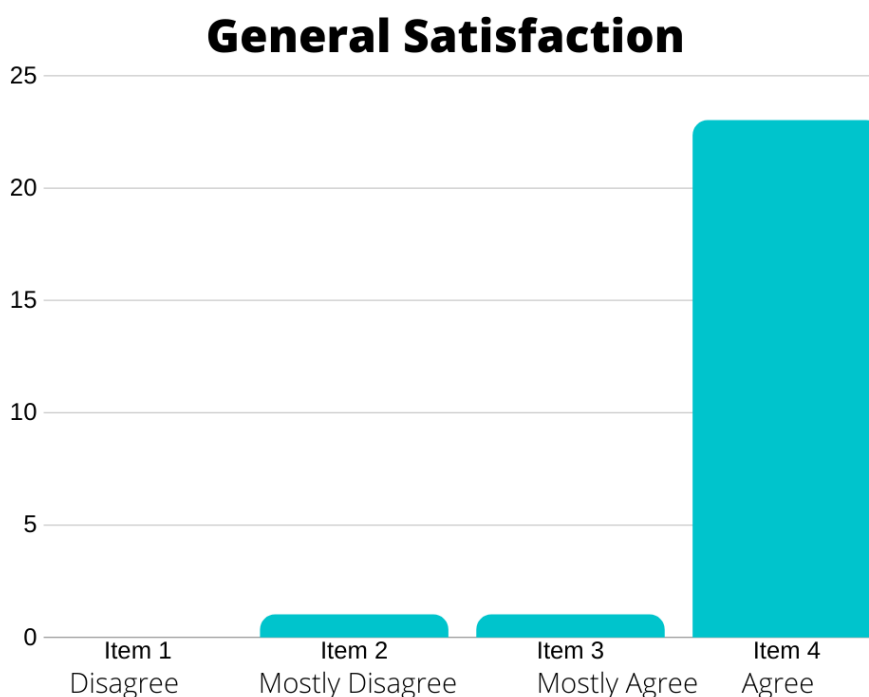
Parent/caregiver, student, teacher satisfaction

Students completed a "Quality of School Life" survey. Survey results indicate:

- General Satisfaction"– The majority of students are happy to come to school each day, feel proud to be a student and derive enjoyment from being there.
- Negative Affect"– Most students agreed that school is NOT a place where they ever feel unhappy, lonely, worried, upset or restless.
- Relationships with Teachers"– All students agree or mostly agree that their teachers are fair, listen to what they say and help them to do their best.
- Social Integration"– All students agree that school is a place where other students accept them, think highly of them and are friendly to them. Most students agreed that other students can depend upon them and trust them.
- Adventure"– All students agree or mostly agree that school is a place in which learning is enjoyable, interesting and exciting. Most students agreed that they like to do extra work.
- Relevance of Schooling"– Every student agreed that school is important, good preparation for the future and what they learn will be useful in second school or other areas of their lives.
- Satisfaction with Achievement"– Most students are satisfied that they can cope and keep up with the workload, some students are unsure that they are achieving at a satisfactory standard.
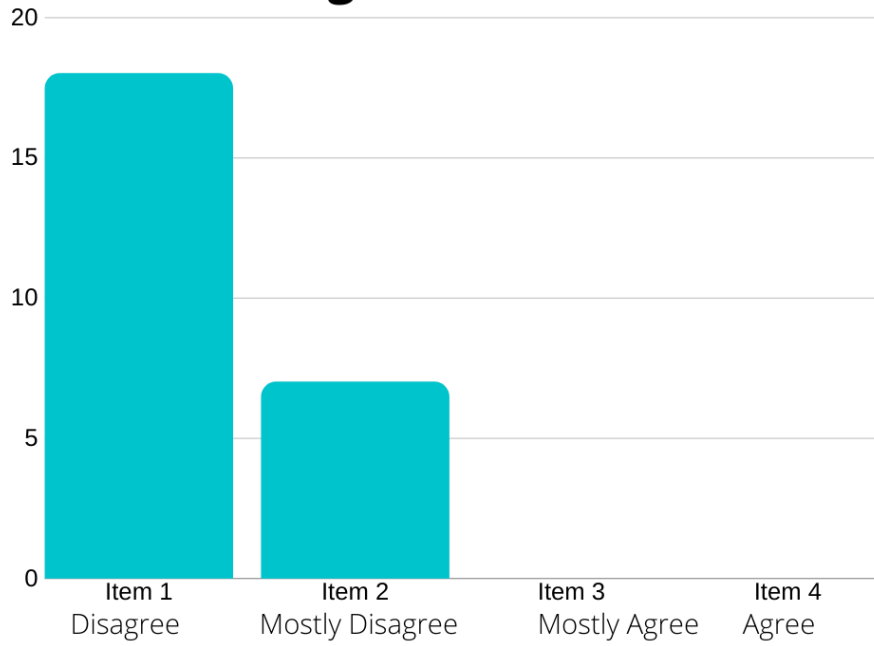
Parents and carers have often verbally indicated that they are very happy with the school, including the staff and teaching and learning programs. They are generally happy with the academic, emotional and social progress of their children. Parents and carers enjoy participating in school and inter–school events such as sports carnivals, assemblies and school productions.

The staff have a collegiate and convivial relationship, with everybody respecting one another, valuing differences and being dedicated to their work. All staff are passionate about the welfare and education of the students.
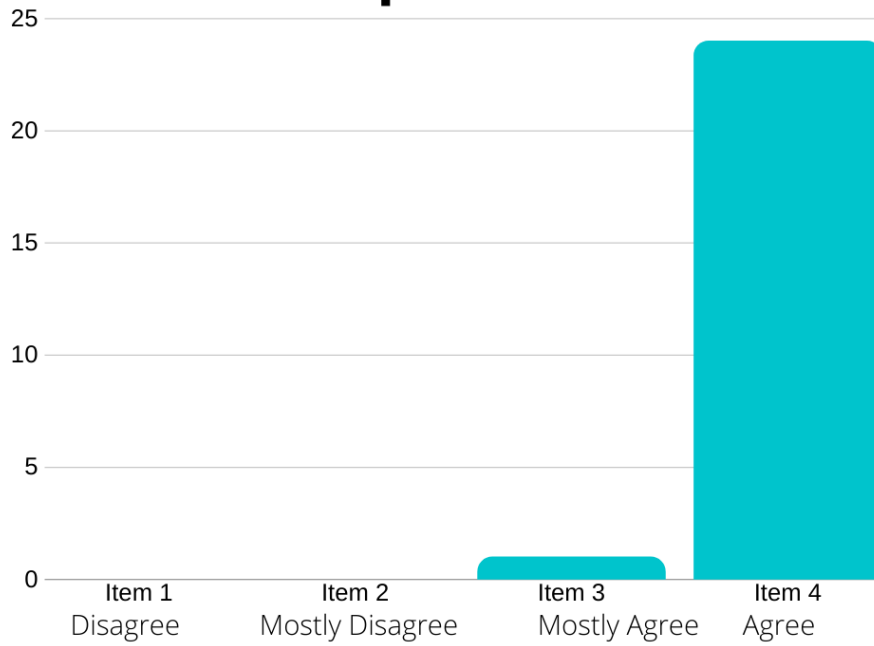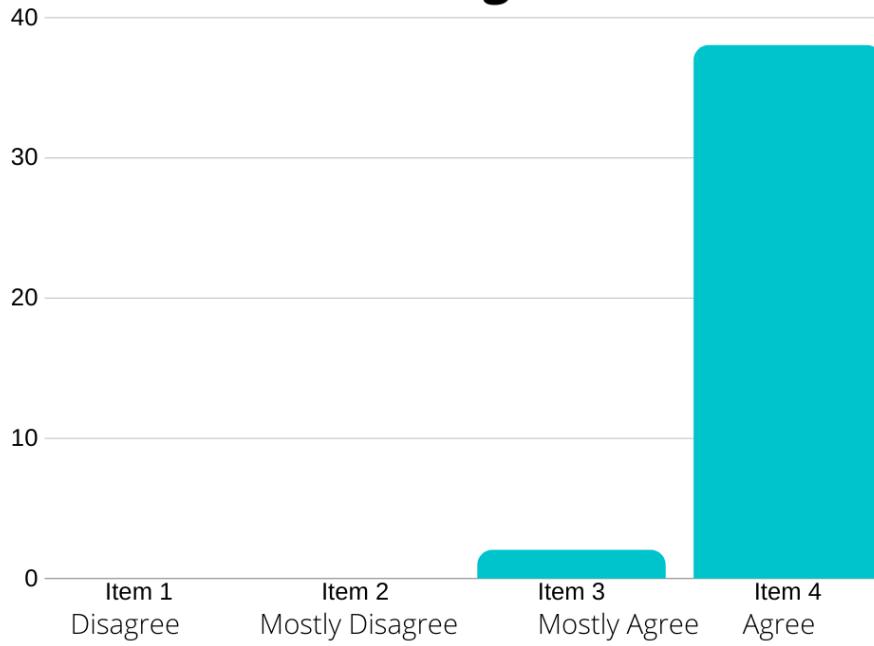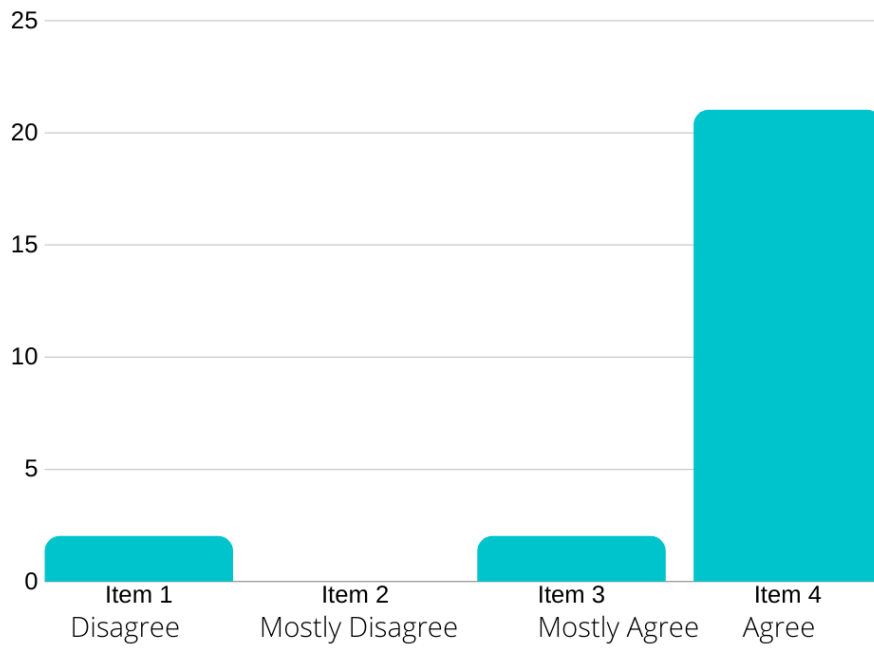
QUALITY OF SCHOOL LIFE STUDENT SURVEY

General Satisfaction

Negative Affect

| | Item 1 Disagree | Item 2 Mostly Disagree | Item 3 Mostly Agree | Item 4 Agree |

Relationships With Teachers

| | Item 1 Disagree | Item 2 Mostly Disagree | Item 3 Mostly Agree | Item 4 Agree |

Social Integration

| | Item 1 Disagree | Item 2 Mostly Disagree | Item 3 Mostly Agree | Item 4 Agree |

Adventure

| | Item 1 Disagree | Item 2 Mostly Disagree | Item 3 Mostly Agree | Item 4 Agree |

Urana Public School 3314 (2019) Printed on: 20 May, 2020

Relevance of Schooling

	Item 1 Disagree	Item 2 Mostly Disagree	Item 3 Mostly Agree	Item 4 Agree

Satisfaction With Achievement

	Item 1 Disagree	Item 2 Mostly Disagree	Item 3 Mostly Agree	Item 4 Agree
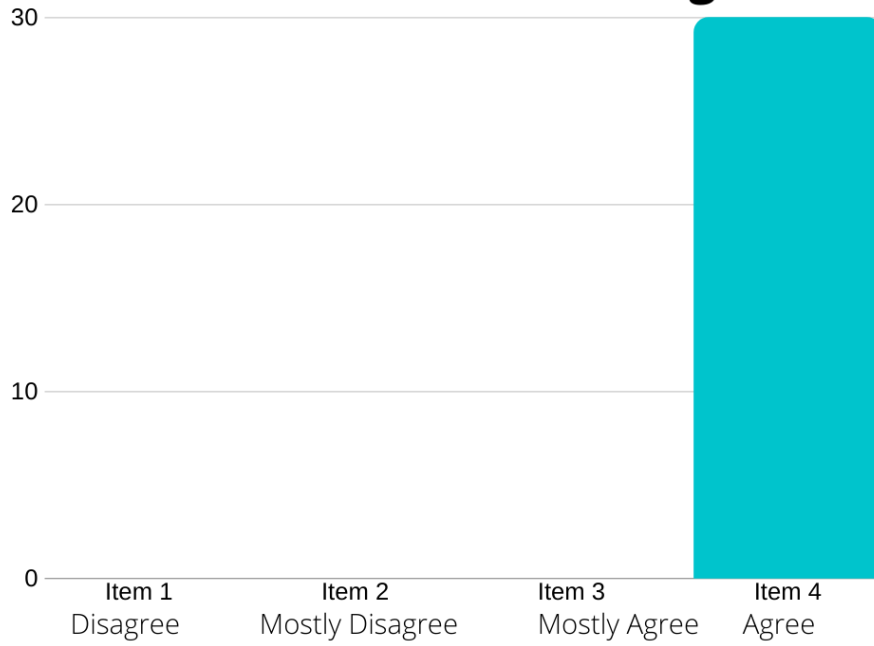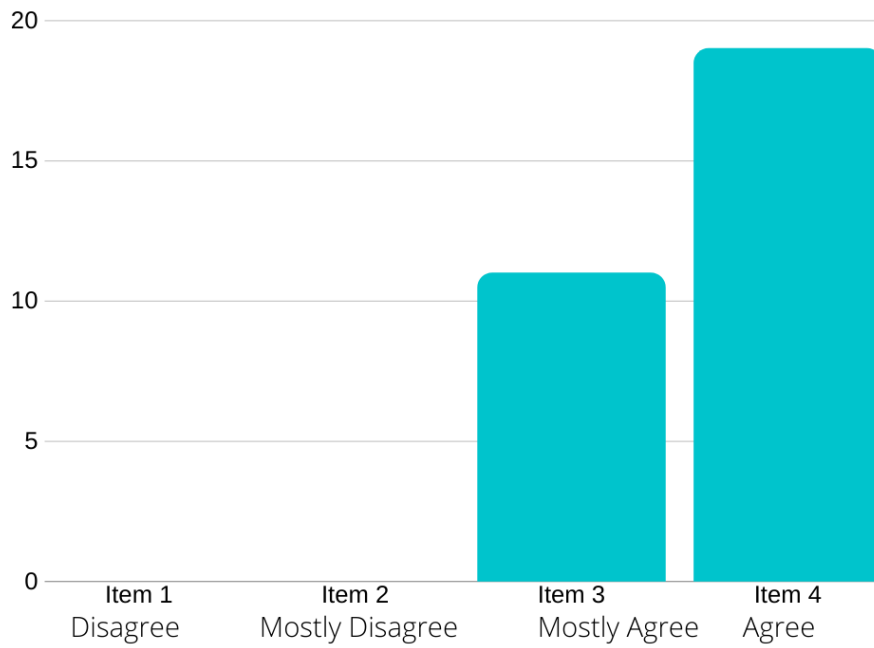
Policy requirements

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.

Urana Public School 3314 (2019) Printed on: 20 May, 2020