

Urunga Public School

2019 Annual Report



Introduction

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

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

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School background

School vision statement

At our school, parents, teachers and the wider community work together with a commitment to nurture, guide, inspire and challenge students. This means every child is known, valued, cared for and supported to become confident, self motivated and creative individuals.

The school demonstrates a culture of high expectations of its leaders with the shared responsibility of having a clear focus on student progress and achievements while catering for a range of equity across the learning community.

The wellbeing of our community is supported by a culture that nurtures, guides, inspires and challenges individuals to find joy in teaching and learning.

The pursuit of excellence in Literacy and Numeracy for all students with aspirational expectations combined with explicit teaching and dynamic, engaging and differentiated learning that is evidence based and driven by valid and reliable data.

Teachers will demonstrate a responsibility to continuously improve and update their practices in order to increase student learning.

School context

Urunga Public School is a primary school on the Mid–North Coast of NSW with 203 students of which 24 are Aboriginal. In 2018, a new Principal and School Administration Manager were appointed. All teachers have developed their own professional learning plan referenced to Australian Professional Standards for Teachers.

Our school has a dynamic learning community with dedicated staff committed to continual improvement of student learning outcomes through quality teaching practices and programs. Priority areas are reviewing and developing new scope and sequences for English with emphasis on Writing and Mathematics. Technology is a focus area as an assistive learning tool, supporting innovative and creative ideas and engaging learners in digital ways. The school has developed individual plans for supporting students.

The staff and parents enjoy a positive relationship, actively promoting the school and its students.

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 | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Delivering |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | 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

LEARNING

Purpose

To ensure that every child is known, valued and cared for. To ensure that students develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.

Improvement Measures

1. 75% of students at or above expected growth in Year 5 Reading NAPLAN data
2. 75% of students at or above expected growth in Year 5 Writing NAPLAN data
3. 30% of students in the top 2 bands in Year 3 Numeracy NAPLAN data.
4. 30% of students in the top 2 bands in Year 3 Writing NAPLAN data

Progress towards achieving improvement measures

Process 1: 1. Develop and implement literacy and numeracy programs and practices that are differentiated and engaging, based on feedback. Teaching practices will be consistent.

| Evaluation | Funds Expended (Resources) |
|---|---|
| L3 is operating in Kindergarten and Year 1 classrooms resulting in teaching practices being more consistent. Through professional learning all teachers enhanced their capacity to differentiate writing lessons based on student need. | \$8,000 and professional learning meetings. |

Process 2: 2. Consistently high impact teaching and learning strategies to support literacy and numeracy, so students are aware of where they are, where they need to be and how they are going to get there.

| Evaluation | Funds Expended (Resources) |
|---|--|
| Developing a more consistent whole school approach to learning intentions and success criteria will be a focus in 2020. | \$5,000 and professional learning meetings |

Process 3: 3. Implement a whole school integrated approach to student well being which is consistently applied, so that students can connect, succeed and thrive at each stage of their schooling

| Evaluation | Funds Expended (Resources) |
|---|---|
| Explicit teaching modules and scope and sequences are ready for implementation in 2020. | \$12,000 and professional learning meetings |

Strategic Direction 2

TEACHING

Purpose

To understand and use evidence based and explicit teaching in all settings. We will use student data wisely to track the improvement of all students and will work collaboratively and systematically to sustain quality teaching practices.

Improvement Measures

100% of teachers engage in lesson observations and quality feedback

Every five weeks, teachers analyse student learning data to determine teaching directions

Progress towards achieving improvement measures

Process 1: 1. Implementing, monitoring and evaluating NSW Syllabuses by ensuring high quality assessment, planning, programming and teaching models across K–6.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Continue monitoring and implementing new scope and sequences using syllabus. Keep evaluating odd and year overviews in all key learning areas in collaborative planning time. | \$4000 |

Process 2: 2. To increase teachers' data literacy skills to inform future planning, drive teaching and improve student progress.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Teachers data use and analysis skills were enhanced to improve the practice of teaching writing. | \$5000 |

Process 3: 3. Embed explicit systems that facilitate respect, professional dialogue, collaboration, classroom observation and the provision of specific and timely feedback between teachers.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Professional dialogue, classroom observations and specific feedback based on the Quality Teaching Model enhanced teaching practice. This will continue at a whole school level across 2020. | \$12,000 |

Strategic Direction 3

LEADING

Purpose

We believe leadership should be visible and distributed and that children are at the centre of all of our decision making. Our purpose is to develop and maintain stream lined systems in which leadership is nurtured at all levels.

Improvement Measures

1. All staff have PDP goals aligned to the school plan and Australian Professional Teaching Standards
2. Tell Them From Me survey data results reflect an annual improvement
3. Improvement annually in benchmark data taken from school generated Community Feedback survey

Progress towards achieving improvement measures

Process 1: 1. Build a professional learning community which is focussed on distributed instructional leadership amongst staff within and across schools, where leadership is viewed as a shared responsibility.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Executive team have developed a cyclical model for Instructional Leadership to become an integral and regular part of our culture from 2020. | \$10,000 |

Process 2: 2. Inclusive and responsive systems of communication are embedded school wide

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Many new communication initiatives have been successfully implemented. Early in 2020, a survey will be conducted to ascertain the usefulness/ effectiveness and sustainability of these systems. | \$5,000 |

Process 3: 3. The school leadership team model instructional leadership and support the culture of high expectations and community engagement.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------------|
| This professional enquiry and learning has resulted in developing a model for Urunga Publics School to use in 2020. | \$3000 and Professional Learning |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--------------------|--|
| Aboriginal background loading | \$8,300 | All of our Aboriginal students received personalised and appropriate support both academically and socially throughout the year. Many members of our Aboriginal community and general community attended our NAIDOC celebrations. |
| Low level adjustment for disability | \$4,500 | Students who had been identified with disabilities received timely and appropriate support both within and outside of the classroom. |
| Quality Teaching, Successful Students (QTSS) | 0.34 FTE | All classes K–6 were supported by our Assistant Principal's in an instructional leadership role. |
| Socio–economic background | \$90,000 | <p>CLO worked 7 hours per week to increase community engagement</p> <p>4 teachers engaged in Quality Teaching Rounds professional learning and were engaged in Quality Teaching Rounds</p> <p>Sentral is now used for report to parents and for recording of attendance and behaviour levels.</p> <p>All classes K–6 experienced specialised music lessons for a semester</p> <p>Many laptops, iPads and robotic kits were purchased and used to support learning in classrooms.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 90 | 87 | 82 | 100 |
| Girls | 107 | 118 | 114 | 122 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 94.7 | 94.9 | 93.5 | 93.8 |
| 1 | 94.8 | 94.7 | 93.8 | 90.5 |
| 2 | 94.4 | 91.7 | 90.9 | 92.8 |
| 3 | 94.5 | 92.5 | 91.8 | 90.8 |
| 4 | 93.9 | 92.7 | 93.9 | 89.4 |
| 5 | 95.1 | 92.8 | 91.8 | 92 |
| 6 | 94.2 | 94.9 | 93.1 | 92.2 |
| All Years | 94.6 | 93.5 | 92.5 | 91.6 |
| State DoE | | | | |
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 94.4 | 94.4 | 93.8 | 93.1 |
| 1 | 93.9 | 93.8 | 93.4 | 92.7 |
| 2 | 94.1 | 94 | 93.5 | 93 |
| 3 | 94.2 | 94.1 | 93.6 | 93 |
| 4 | 93.9 | 93.9 | 93.4 | 92.9 |
| 5 | 93.9 | 93.8 | 93.2 | 92.8 |
| 6 | 93.4 | 93.3 | 92.5 | 92.1 |
| All Years | 94 | 93.9 | 93.4 | 92.8 |

Management of non-attendance

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

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

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Assistant Principal(s) | 2 |
| Classroom Teacher(s) | 8.1 |
| Teacher of Reading Recovery | 0.32 |
| Learning and Support Teacher(s) | 0.6 |
| Teacher Librarian | 0.6 |
| School Administration and Support Staff | 2.52 |

*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 | 283,573 |
| Revenue | 2,353,213 |
| Appropriation | 2,250,514 |
| Sale of Goods and Services | 264 |
| Grants and contributions | 101,780 |
| Investment income | 655 |
| Expenses | -2,341,996 |
| Employee related | -2,018,709 |
| Operating expenses | -323,288 |
| Surplus / deficit for the year | 11,217 |

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 | 108,509 |
| Equity Total | 204,293 |
| Equity - Aboriginal | 26,834 |
| Equity - Socio-economic | 93,913 |
| Equity - Language | 0 |
| Equity - Disability | 83,547 |
| Base Total | 1,718,236 |
| Base - Per Capita | 45,989 |
| Base - Location | 33,320 |
| Base - Other | 1,638,927 |
| Other Total | 122,140 |
| Grand Total | 2,153,178 |

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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

During 2019, Urunga Public School parents, students and teachers participated in the Tell Them From Me survey. The results reflect that for students, there was an increase over the year in the percentage of students who that there is a positive learning culture and that there are clear rules and expectations for classroom behaviour. Teachers reported that there has been a large increase in the quality feedback on their teaching strategies as well as an increase in collaboration. Our school is operating at the NSW Govt Norm for two-way communication with parents. Parents have reported that a norm of 6.6 parents feel that they are informed about their child's progress at school.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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