# Uralla Central School

# 2019 Annual Report

3864

# Introduction

The Annual Report for 2019 is provided to the community of Uralla Central 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

Uralla Central School aims to be the best educational setting in the New England region and one of the finest in New South Wales. The school motto 'Resurgam' literally means 'I arise', which we interpret as 'I am getting better', this ideal along with the notions of 'Enrichment, Innovation, Opportunity and Success' encapsulate the school ethos.

We are about learning and the power of learning – whether alone or with others; being critically self–aware; working through difficulties; being accountable for our actions and perhaps most importantly knowing what to do when we don't know what to do.

The school community is committed to preparing 21st century citizens; citizens who are Responsible, Reflective, Resourceful, Reciprocal and capable of Self–Regulation; lifelong learners empowered, adaptable and ready for all that life throws at them.

## School context

Uralla Central School, situated 25km from Armidale in the New England region of NSW, is a proudly public, rural and coeducational school catering for students from K–12. Public education has played a role in the Uralla community since 1862 and we have been on our current site since 1868. The school has approximately 337 students including 23% Aboriginal and Torres Strait Islander students. Uralla Central School provides a quality education that offers inclusive, relevant and integrated curriculum; high quality educational programs across the full range of academic ability; a range of Vocational Education Training (VET) opportunities; and quality creative and performing arts, co–curricular, sporting and personal development programs. The school has implemented a compressed HSC delivery model which broadens and strengthens school curriculum, and increases its relevance for students. The school enjoys strong and effective links between parents, carers and the wider community. The school community embraces innovation and forward thinking vision, and in 2016 completely restructured the school organisation and executive roles. Faculties were abolished. Heads of School now oversee the Junior (K–4), Middle (5–8) and Senior School (9–Academy II). The remaining executive oversee Wellbeing and Administration/Organisation. Staff work collaboratively in Professional Learning Teams whose membership covers the K–12 progression and all subject areas. Classroom teachers work across schools individually and in teaching teams. As a school community we expect everyone to 'Stand tall and walk proud.'

# 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 | Sustaining and Growing |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Sustaining and Growing |
| 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 Smart

## Purpose

To empower students to be active and reflective learners who are engaged, challenged, flexible, creative and critical thinkers who are cooperative in their learning in preparation to be informed, responsible citizens in the digital era.

## Improvement Measures

| Improvement Measures |
|---|
| Increased student attendance |
| Decreased negative incidents on Sentral |
| Increased positive incidents on Sentral |
| Increased retention rates at key transition points |
| Increased participation in extra– curricular experiences |
| Increase the percentage of students demonstrating growth in literacy and numeracy |

## Progress towards achieving improvement measures

**Process 1:**    Implement whole school approach to safe online learning practices

| Evaluation | Funds Expended (Resources) |
|---|---|
| Team to review existing policy with a view to updating/rewriting ready for adoption during Term 1 2020 | Human |

**Process 2:**    Expansion of Early Action for Success program from Junior School into Middle School

| Evaluation | Funds Expended (Resources) |
|---|---|
| Executive oversight established that implementation was inconsistent across all subject areas – identified need for more intensive professional learning going forward. | Human |

**Process 3:**    Develop whole school approach to the use of and understanding of the Literacy and Numeracy progressions

| Evaluation | Funds Expended (Resources) |
|---|---|
| All staff are aware of the progressions; industrial concerns have limited the implementation beyond the Junior School but the work has begun. | Human |

## Strategic Direction 2

Learning Leaders

## Purpose

To develop teachers as leaders of learning who continually improve their own professional capacity in order to continually enhance classroom practice and effectiveness in delivering improved student learning outcomes.

## Improvement Measures

All staff K–8 proficient in mapping Literacy and Numeracy targets to progressions using PLAN2

All staff participate in targeted, needs–driven professional learning

Increase percentage of students demonstrating expected growth in literacy and numeracy

At least 80% of students demonstrating expected growth per semester across DoE Literacy and Numeracy progressions relevant to expected timeframes

## Progress towards achieving improvement measures

**Process 1:**    Instructional Leader will provide ongoing training and support in the implementation of the Literacy and Numeracy progressions and the tracking of students using PLAN2

| Evaluation | Funds Expended (Resources) |
|---|---|
| All staff have built their knowledge and understanding of the Progressions; Junior School at almost full implementation of Progressions; Middle and Senior School looking at one or two as per industrial/DoE advice. | Human |

**Process 2:**    Implement opportunities for 'teacher walks' within school and across other schools/networks

| Evaluation | Funds Expended (Resources) |
|---|---|
| Concept essentially on hold subject to further training and upskilling of staff. | Human |

## Strategic Direction 3

Learning Environment

## Purpose

To further develop a student–centred, creative, flexible, stimulating and safe learning environment that supports a culture of excellence and equity.

## Improvement Measures

| Improved student attendance |
|---|
| Increased student enrolment/retention |
| Positive student feedback through consultation; SRC and surveys |
| All learning spaces are fit for purpose in a future focused learning environment |

## Progress towards achieving improvement measures

**Process 1:**  Conduct an audit of all facilities and grounds to identify and target areas that need refurbishment to enhance student learning.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Library Interior refurbishment i.e. furniture complete; Junior Quad completed. Main Quad, Basketball court and Farm scheduled for first half of 2020; Garden Beds and fencing scheduled for second half of 2020. | $110,000 |

**Process 2:**  Establish a timeline and budget for any refurbishment of learning areas

| Evaluation | Funds Expended (Resources) |
|---|---|
| Furniture for Junior school purchased in in classrooms; Room One furniture also purchased and installed. | $15,000 |

**Process 3:**  Investigate structure of the school day to identify optimal learning structure

| Evaluation | Funds Expended (Resources) |
|---|---|
| Canvas LMS purchased as a vehicle to move the day structure discussion forward. Slow implementation of Canvas from beginning of Term 4 commenced.. | $10,000 |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| **Aboriginal background loading** | $50,000 | High attendance of identified ATSI students continues to be a highlight.<br><br>ATSI enrolment has risen to 25% of total student enrolments.<br><br>Positive steps have been made in developing greater focus and engagement in the learning process. |
| **Low level adjustment for disability** | $60,000 | All students requiring Individual Learning Plans and Personal Learning Plans have them completed in a timely fashion and these are regularly updated.<br><br>SLSO services were expanded to ensure all student that require support, receive it at a rate above that required by specific funding. Speech pathology is provided on site and other external agencies are accessed as and when required. |
| **Quality Teaching, Successful Students (QTSS)** | | All staff continue to maintain accreditation at 'Proficiency' level. One staff member selected in 'Aspiring Principals' program; one staff member selected in the 'Mastery of Teaching' program; Principal awarded scholarship to complete Master of Education – Instructional Leadership postgraduate degree,. |
| **Socio–economic background** | $10,000 | Expanded curriculum offerings particularly 5–12 continue to be a feature of school operations. Significant improvements were also achieved across the year with Stage 6 attendance. |
| **Support for beginning teachers** | | All identified teachers required to complete Teacher Accreditation successfully did so.. |

# Student information

## Student enrolment profile

| Students | Enrolments | | | |
|---|---|---|---|---|
| | **2016** | **2017** | **2018** | **2019** |
| Boys | 145 | 152 | 148 | 167 |
| Girls | 175 | 158 | 162 | 176 |

## Student attendance profile

| School | | | | |
|---|---|---|---|---|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 96.1 | 95.5 | 92.3 | 94.5 |
| 1 | 93.4 | 90.4 | 91.6 | 91.2 |
| 2 | 95.5 | 92.4 | 92.9 | 92.1 |
| 3 | 95.3 | 93.7 | 89 | 93.5 |
| 4 | 94.3 | 95.6 | 92.7 | 91.8 |
| 5 | 92.8 | 93.2 | 92 | 92.1 |
| 6 | 91.3 | 93.7 | 93.2 | 91.3 |
| 7 | 93 | 87.1 | 88.8 | 91.1 |
| 8 | 90.8 | 89.8 | 84.5 | 87.6 |
| 9 | 87.4 | 93 | 86.1 | 83.4 |
| 10 | 86.2 | 92.6 | 85.1 | 86.3 |
| 11 | 84.4 | 83.8 | 81.8 | 80.2 |
| 12 | 86.5 | 82.6 | 81.2 | 80.4 |
| All Years | 91.4 | 91.5 | 88.3 | 88.6 |

| 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 |
| 7 | 92.8 | 92.7 | 91.8 | 91.2 |
| 8 | 90.5 | 90.5 | 89.3 | 88.6 |
| 9 | 89.1 | 89.1 | 87.7 | 87.2 |
| 10 | 87.6 | 87.3 | 86.1 | 85.5 |
| 11 | 88.2 | 88.2 | 86.6 | 86.6 |
| 12 | 90.1 | 90.1 | 89 | 88.6 |
| All Years | 92.3 | 92.3 | 91.5 | 91 |

## 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.

## Post school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|---|---|---|---|
| Seeking Employment | NA | NA | 7 |
| Employment | 22 | 1 | 50 |
| TAFE entry | NA | NA | NA |
| University Entry | NA | NA | 43 |
| Other | NA | NA | NA |
| Unknown | NA | NA | NA |

## Year 12 students undertaking vocational or trade training

17.39% of Year 12 students at Uralla Central School undertook vocational education and training in 2019.

## Year 12 students attaining HSC or equivalent vocational education qualification

82.4% of all Year 12 students at Uralla Central School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

| Position | FTE* |
|---|---:|
| Principal(s) | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 2 |
| Head Teacher(s) | 4 |
| Classroom Teacher(s) | 17.3 |
| Teacher of Reading Recovery | 0.32 |
| Learning and Support Teacher(s) | 1.1 |
| Teacher Librarian | 1 |
| School Administration and Support Staff | 7.79 |
| Other Positions | 0.6 |

*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** | 645,682 |
| **Revenue** | 5,104,449 |
| Appropriation | 4,983,652 |
| Sale of Goods and Services | 30,278 |
| Grants and contributions | 81,413 |
| Investment income | 2,602 |
| Other revenue | 6,504 |
| **Expenses** | -5,263,288 |
| Employee related | -4,402,951 |
| Operating expenses | -860,337 |
| **Surplus / deficit for the year** | -158,839 |

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** | 71,995 |
| **Equity Total** | 600,620 |
|     Equity - Aboriginal | 117,534 |
|     Equity - Socio-economic | 312,130 |
|     Equity - Language | 0 |
|     Equity - Disability | 170,956 |
| **Base Total** | 3,839,573 |
|     Base - Per Capita | 72,738 |
|     Base - Location | 19,615 |
|     Base - Other | 3,747,220 |
| **Other Total** | 400,266 |
| **Grand Total** | 4,912,455 |

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.

# School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

# School performance - HSC

# Parent/caregiver, student, teacher satisfaction

In 2019 survey data established the following data;

- 84% of students report that they have high expectations of success at school and that they believe their teachers expect them to succeed
- 58% of male students (9–12) believe that they are supported by the school in their learning
- 73% of female students believe that strong systems are in place to support the wellbeing of students
- 94% of Year 6 students now transition into Year 7 at the school
- Parent engagement in their children's education and with the school in general continues to grow. Strong participation in the Fathering Project; rising numbers attending whole school assemblies; increased attendance and growing enrolments are evidence of this trend.
- 96% of staff state that they enjoy working at Uralla Central School and believe that they have a positive impact on the lives of students

# 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.