

2020 Annual Report

Ulong Public School



3304

Introduction

The Annual Report for 2020 is provided to the community of Ulong Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Ulong Public School

Hutchison St

Ulong, 2450

www.ulong-p.schools.nsw.edu.au

ulong-p.school@det.nsw.edu.au

6654 5242

Message from the principal

It is an absolute privilege to be the leader of this wonderful school community. I have been fortunate to lead a collaborative and a small dedicated team of teachers, support and office staff and together, we consider ourselves privileged to teach enthusiastic students and to work alongside a supportive parent and community body. Please know that I always welcome community input and feedback. I will work closely with the community in partnership in order to improve student outcomes and ensure that every student achieves their learning potential. We place a strong emphasis on professional learning for teachers and building partnerships with parents in order to improve learning outcomes for our students. Our school's success is underpinned by quality teaching and learning programs that our students, staff and parents value and appreciate. Our emphasis is clearly on student growth where we aim to embed an evidence based culture. We are strengthening the process of validating growth through the connection between what we are doing, student growth and the collection of evidence. We have begun to critically review our programs as part of our Situational Analysis, to re-evaluate why we do the things we do and to focus on both the "why" and the collection of evidence of impact. As we review our strategic Improvement Plan and Implementation & progress monitoring and assess ourselves against the School Excellence Framework (SEF) it is obvious that we have achieved much.

Our vision remains constant, as a school we wish to create an environment where we all feel welcome, valued and empowered to make a positive difference in our own way for ourselves, our school, our families and our world. We want a school where children, parents and teachers work together to pave the way towards learning success, social well-being and global responsibility. We want it to be a place that inspires creativity, teamwork and confidence. We want our school to be a place we are all proud of. We have had a superb year, in spite of COVID our school staff worked very hard to provide quality education welcomed all students by following and I don't think that I could be by providing online lessons and any more proud of all that happens within this school community. I look forward with excitement as to what lies ahead. Our school staff are enthusiastic, dedicated and continually develop their professional skills and knowledge so that they can provide quality education for every child. I would like to acknowledge the work of the staff for they are the beating heart of the school, always willing to go the extra mile and show genuine interest in and compassion for every child..

Message from the school community

My name is Karina Stephenson and I am the current President of the Ulong Parents and Citizens association. We are we are lucky enough to work closely with the amazing teachers at our close knit little school. At the moment we have a yearly motorbike event called the Coffs Harbour 8 hour Transmoto which is our biggest fundraiser for the year, along with the meat raffles at the local Ulong Ex-servicemen and women's club, throughout the rest of the year we get together raffles, hold Mother's and Father's Day stalls for the children, and provide the uniform stall for the school. We are all very proud of our school and community, how closely we can work as a team, no matter what is it we all come together and for that I couldn't be prouder.

Message from the students

Hello, my name is Joey-Walsh-Stewart. I am the school captain of Ulong Public School and I will be talking about my experiences at the school. At our school, we have been learning about all kinds of persuasive writing examples, using the Bee-Bots to learn our coding and we've also been learning about how to show Respect, Responsibility and to give our Personal Best. These values are always important at our school. Now I will be talking about my experiences throughout all of my time here at Ulong Public School.

I absolutely adore this school, it has everything you could possibly need. It has nice teachers, lots of grass and trees in the different playgrounds, great students, and most importantly, we are part of a good community. I will miss this school so much, even though I live a few houses away from it, I still won't be going here during next year. Instead I'm going to Orara High School, which is a high school that is covered in concrete and buildings. I am always going to remember this school and all the fun and happy memories that I have created here over the seven years that I have been a student here.

Thank you for reading,

Joey-Walsh-Stewart



Peer Support for Kinder Transition activities..

School vision

At Ulong Public School, our students are the heart of our vision. We believe it is our job to ensure they are equipped to lead a full and happy life in this 21st Century - meaning that academic, creative, social and physical skills receive equal attention. This is reflected in the broad range of programs we offer. We place enormous value on the partnerships between our school and our local and wider community to ensure our students become lifelong, responsible learners.

School context

Ulong Public School is situated in the village of Ulong forty kilometres west of Coffs Harbour on the Mid North Coast of New South Wales. It is an isolated rural and remote village with a school FOEI of 175. The school receives additional funding of \$27,903 do to the school's location. This funding is used to reduce the impact of isolation by using video conferencing and interactive facilities in the classrooms. Virtual tours, as well as subsidising excursions and travel costs ensure full participation in excursions that would otherwise not be possible for all students.

The school is classified as a TP2 primary school with total enrolment of 16 students. There are a number of staff including: a teaching principal; a second classroom teacher; a temporary part-time teacher for 3 days and a library teacher. To cover the release from face to face program, learning support and library; a school learning support officer for 3 days to run Multi and Mini Lit Programs; a general assistant for 1 day; and the school administrative manager for 3 days a week. All staff are highly skilled and passionate about their work. The school is an active partner in the Orara Valley Learning Community of schools. Students participate regularly in community events and competitions and Orara Valley Learning Community activities. They interact with other valley students to experience extension activities in academic areas such as gifted and talented programs, enrichment days, debating and sporting events and carnivals.



Merit Assembly.

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	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	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Ulong has been working in the areas of Learning Culture & Data Skills and Use. The Impact of our Instructional Leader to support these two areas are evident. We have developed a Learning Intentions Wall to monitor student improvement on the Literacy & Numeracy Progressions. School based assessment have been

Our evidence since our EV in 2016 indicates that we have made substantial improvement in Reporting, School Planning and Wellbeing as we have moved from Delivering to Sustaining & Growing. Learning Culture & Student Performance continues to need ongoing PL in order for staff to be proficient in delivering.

The focus in our plan will be on following SEF S-aS themes: individual learning needs, differentiation, formative assessment, data use in teaching and a planned approach to wellbeing.

Strategic Direction 1

LEARNING: Inquiry and Innovative Learning

Purpose

We will inspire and create educational environments where critical skills are developed through innovative, dynamic teaching and learning practices. Students will develop a greater capacity for independent learning, self-regulation and critical thinking and are able to articulate their learning, take risks, set learning goals and track their own progress, to become successful learners.

Improvement Measures

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

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

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Teachers used Teaching Sprints that built their expertise in literacy & numeracy through the effective delivery of Number Talks. students mental computation skills were improved, students received thinking time, opportunities to share their thinking with a partner or the class and revoicing student thinking to provide clarification. Will have the finished product on display. Students will enjoy colour coding and finding the right dimensions.	Teacher, SLSO & GA time. Bottle caps, Ply wood, Paint, Nails & glue gun. Funding Sources: • Socio-economic background (\$2500.00)

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

Evaluation	Funds Expended (Resources)
Parents were happy to be involved and enjoy their kids work at the comfort of their house. Students enjoyed virtual excursions. Students were able to keep the continuity of their learning and were getting some teaching & learning at home.	Teacher employed to support teachers preparing online lessons and book packs for students. Funding Sources: • Socio-economic background (\$1500.00)

Next Steps

Students are developing independent learning skills and are able to articulate their learning & understanding. Teachers have been inspiring students and developing educational environment, where students self regulate, take risks and set their personal learning goals. Teachers implemented Innovative ways to improve student learning by implementing Project Based Learning and STEAM activities

Strategic Direction 2

TEACHING: Literacy & Numeracy

Purpose

We will ensure all teachers are committed to identifying, understanding & implementing the most effective, explicit teaching methods, with the highest priority given to evidence-based teaching strategies & Learning Sprints..

Improvement Measures

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

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

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

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

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

Overall summary of progress

There has been significant improvement in classroom teacher pedagogy by using What Works Best document and QTR pedagogy, with in our programs, lesson observations and professional discussions demonstrating an understanding of high impact teaching strategies. The need to move towards a reflective practice based on data analysis (QDAI) to make strategic decisions is required.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Differentiated programs developed along with PLP & ILP's.	Casual employed to enable the staff to attend training sessions. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$500.00)

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

Evaluation	Funds Expended (Resources)
Questions Are students engaging in self assessment (feedback for self regulation) on a regular basis across KLAs? During lesson observations is there evidence of feeding up (Where are they going?)? Feeding back (How are they going?) and feeding forward (learners current state and the desired level of mastery?)? Staff have looked at working with a cycle of planning to ensure rigour and a systematic approach to the development of an educational program as well as assisting in documenting children's learning.	

Progress towards achieving improvement measures

Process 3:

Learning Sprints

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

Evaluation	Funds Expended (Resources)
<p>Teachers have used Teaching Sprints process to build their expertise in numeracy through the effective delivery of Number Talks, ensuring teachers are building students mental computation skills by encouraging them by giving students thinking time, opportunities to share their thinking with a partner or the class and revoicing student thinking to provide clarification. The teachers also question students to reason, add on to an explanation, rephrase or revise their thinking. As a result, students' mental computation skills have improved, and students can explain their thinking.</p> <p>Teaching Sprints have also been used to build expertise in the teaching of writing through developing skills in explicitly teaching text structure. Teachers use text forms and features from the sub-element of Creating Texts from the Literacy Progressions to select teaching sprints that are at the students next level of learning. As a result, students have demonstrated they have developed improved text forms and features in their writing.</p>	<p>Casual days to unable staff to Collaborate and have check in meetings.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$2000.00)

Next Steps

Teacher programs in English and Mathematics reflect a strong understanding of student current learning needs based on information collected through assessment for, or and as learners. There is evidence of differentiation, deep reflections and the use of data to inform practice. Learning progressions are used to set individual learning goals, track achievement and provide students with feedback. Teachers make learning visible through the explicit setting of Learning Intentions and Success Criteria. Number talks in mathematics lessons have developed student's ability in Working Mathematically, however these need to be consolidated in order for students to be able to transfer these skills to a range of contexts.

Professional learning has been highly structured based on the needs of individual teachers, driven by the Instructional Leader with a focus on English. As we move forward, significant learning around the teaching of mathematics and embedding the high impact strategies already learnt is the next step in learning.



Kindergarten student reading a number book and transferring the knowledge of numbers in a Tens Frame.

Strategic Direction 3

LEADING: High Expectations and Shared Responsibility for School Improvement

Purpose

We will seek to create a school community that has a shared responsibility to fostering a school wide culture of high expectation and works in a diligent and sustainable way to embed a system of values that builds a highly developed social conscience and a culture of success.

We will build quality relationships where all stakeholders feel they belong and their contributions are valued. These are supported by clearly defined roles and responsibilities for all community members.

We will build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Improvement Measures

Move the school from delivering to excelling in Leading/Educational Leadership/High Expectations Culture in the School Excellence Framework.

100% of staff have engaged in Professional Learning that is aligned to the School Management Plan and the Australian Professional Standards for teachers.

Teachers produce substantive evidence to support their improvement in Pedagogy.

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

Overall summary of progress

Our wellbeing practices are being developed and refined by implementing PBL. PBL provides a clear measure to track and monitor school culture. With a rigorous and sustained focus, PBL provides consistency of practice and expectations and a common language. There is a high level of collaboration between teaching staff in the development and implementation of teaching and learning programs and implementation of the Student Wellbeing Policy. Other measures include monitoring engagement of parents with Seesaw and Facebook.

Progress towards achieving improvement measures

Process 1: Sustained and measurable whole school improvement.

Evaluation	Funds Expended (Resources)
PLP's & ILP's were looked at with parents. New measurable goals were implemented.	Casual staff employed.

Process 2: Instructional Leadership across the school.

Evaluation	Funds Expended (Resources)
All programs went very well. Staff collaborated to look at the new school plan and to develop new school vision. Presentation went well as parents and community members gave us excellent feedback.	Casual days for parent teacher meeting and collaboration meeting. Bus, lunch, awards, medals, catering & prizes.

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

Evaluation	Funds Expended (Resources)
EBS Data indicates reduction in Negative behaviour. Lessons were developed to cater the needs of the 6 new Kindergarten students.	PBL Awards purchased.

Progress towards achieving improvement measures

EBS Data indicates reduction in Negative behaviour. Lessons were developed to cater the needs of the 6 new Kindergarten students.

Funding Sources:

- Socio-economic background (\$200.00)

Next Steps

Looking at the 2018-2020 school plan, the Three themes in the last School Plan were Inquiry and Innovative Learning, Literacy & Numeracy & High Expectations and Shared Responsibility for School Improvement. The school made a considerable progress in these directions, however, due to COVID-19 disruptions this year we had a slight setback. The school can certainly improve in all these directions. Therefore, we will be looking at having more explicit directions that are easy to measure the growth & success.

Our research also shows that we need to improve on learning culture to support school improvement as a whole school community working collaboratively to support the wellbeing of all. There has been significant improvement in classroom teacher pedagogy by using What Works Best document and QTR pedagogy, with in our programs, lesson observations and professional discussions demonstrating an understanding of high impact teaching strategies. The need to move towards a reflective practice based on data analysis (QDAI) to make strategic decisions is required. Although we may not be meeting targets, we are seeing better growth indicators for students moving from S1 to S3. Our wellbeing practices are being developed and refined by implementing PBL.

Key Initiatives	Resources (annual)	Impact achieved this year
Integration funding support	SLSO staff - 0.256 FTE = \$17,009 iPad Air = 912.68 (without GST) Apple pencil = \$117.27 (without GST) Smart Keyboard = \$213.64 (without GST) TOTAL Integration = \$18,252.59 Funding Sources: <ul style="list-style-type: none"> Integration funding support (\$18 252.59) 	The funding has enabled this student to participate in the main stream classroom. The assistive technology has improved his engagement in the classroom.
Literacy and numeracy	Casual Teaching Staff - \$2,769 Other Blake Education Sparklers readers -\$95.41 Book warehouse - \$152.13 Enlighten Press books - \$504.36 Inquisitive licence - \$112.50 Little Scribe - Day she stole the Sun book \$20 Lego League Boomtown Build -\$118.18 Robotics pack - BeeBots etc - \$ 607.45 Reading Eggs Subscription - \$316.26 Maths Plus books - \$65.32 PM Benchmark Literacy Assessment - \$540.91 Essential Assessment - \$110 MultiLit - \$440.91 MathsOnline - \$174.55 Funding Sources: <ul style="list-style-type: none"> Literacy and numeracy (\$2 769.00) 	These resources engaged students. Library books were changed. Online platforms assisted us in gathering learning Data. Programs like Multi Lit & Mini Lit were used to improve students' reading.
Location (from base school allocation)	Teaching Staff - K. Lane- \$11,527	Students enjoyed learning from the 2 teachers as they used the expertise in different areas that enhanced student

Location (from base school allocation)	Funding Sources: • Socio-economic background (\$11 527.00)	learning and improved student outcomes.
Professional learning	<p>SAM Conference - \$163.64</p> <p>Principal Network Training - \$120</p> <p>Principal Network Training - \$113</p> <p>Ulong CPR Ana Training x 4 People - \$175</p> <p>SDD Term 2 2020 PL - \$300</p> <p>SASS First Aid - \$179.26</p> <p>NSWPPA - 118.18</p> <p>Education Events (Understanding Autism) - \$149.09</p> <p>Robotics Course for 2 teachers - \$454.55</p> <p>Staff Training - GA Chemical Accreditation - \$350</p> <p>Casual Teaching Staff - \$2802.08</p> <p>TOTAL Professional Learning = \$4,924.80</p> <p>Funding Sources: • Professional learning (\$4 924.80)</p>	All the staff is up-to-date with their mandatory training. Staff PDP's were addressed. Students learning improved as robotics were implemented in their technology lessons that enhanced student engagement and attendance.
Aboriginal background loading	<p>SLSO Staffing - \$12,092</p> <p>Funding Sources: • Aboriginal background loading (\$12 092.00)</p>	The students made some sound academic gains and were more confident in the classroom.
Low level adjustment for disability	<p>Teaching staff - P. Slaviero 0.2 FTE - \$21,877</p> <p>Teaching Staff - K. Lane - Flexible - \$3,587</p> <p>Casual Staff - T.Partridge - Flexible - \$1,173</p> <p>Total = \$26,637</p> <p>Funding Sources: • Low level adjustment for disability (\$26 637.00)</p>	Students benefited from one on one interventions and got more support in class to improve their learning.
Quality Teaching, Successful Students (QTSS)	<p>Teaching staff - K. Lane - \$2,105</p> <p>Teaching Staff - P.Slaviero</p>	Teachers were able to get feedback from various other teachers, had time to reflect back on their teaching and ways to improve that showed improved student results.

Quality Teaching, Successful Students (QTSS)	- \$1,942 Total = \$4,047 Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$4 047.00) 	Teachers were able to get feedback from various other teachers, had time to reflect back on their teaching and ways to improve that showed improved student results.
Socio-economic background	Teaching Staff - P. Slaviero - 0.1 FTE - \$10,938 Teaching Staff - P. Slaviero - Flexible \$31,284 Casual Teaching Staff - T. Partridge - Flexible \$3,697 Total = \$45,919 Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$45 919.00) 	Students benefited from small class size that enabled them to have smaller groups to work with the teacher. Enabled the school to spend money to bring some of the excursions to their own class and take them out enhance their learning that complemented their unit of work.
Early action for success	No Funding	The teachers were provided with regular PL and feedback.
School Support Allocation (Principal Support)	School Admin staff/computer coordinator - \$11,960 Funding Sources: <ul style="list-style-type: none"> • School Support Allocation (\$11 960.00) 	WHS up to date and regular updates are done on all computers and iPads.



Using Lego as part of STEAM activity.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	10	10	7	8
Girls	10	13	8	3

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93	78.1	89.5	88.5
1	96.2	87.7	0	97.8
2	89.7	90.9	86.6	
3	79.6	87.4	74.7	93.7
4	88.2	86	84.4	
5	91.5	87.7	82.8	84.1
6	87.4	84.7	83	91.2
All Years	89.4	86.2	83.6	90.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Due to the fluctuating numbers & size of the school it is very hard to have external data Like NAPLAN and value-added information to observe trends. However, this year the year 5 students participated in check in assessments and the results showed that 50% (1 out of 2 students) of the year 5 students were meeting the stage outcomes and 50% (1 out of 2 students) were below expected stage growth.

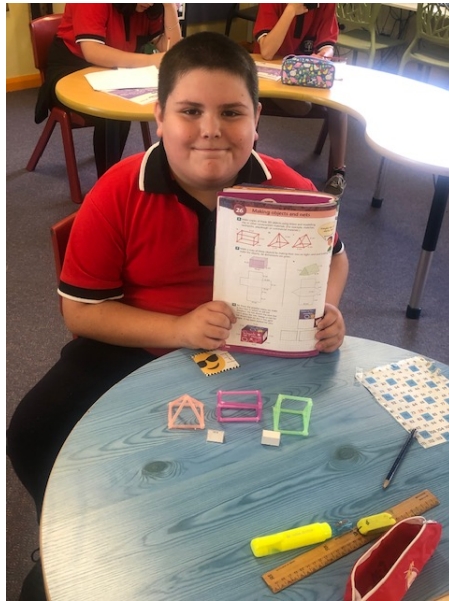
Current attendance rates of 90% of students attending 90% or more has fluctuated and is currently sitting at 89%. Learning from Home during COVID-19 had an impact on these figures, as has the ongoing impact of current procedures regarding students staying at home and getting tested when they have flu-like symptoms. Nevertheless, attendance is clearly a concern and needs to be improved to reach the state target of 95%. Additionally, of concern is the significant

number of unexplained absences.

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.



Year 5 student making 3D nets with straws and explaining its properties.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.26
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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

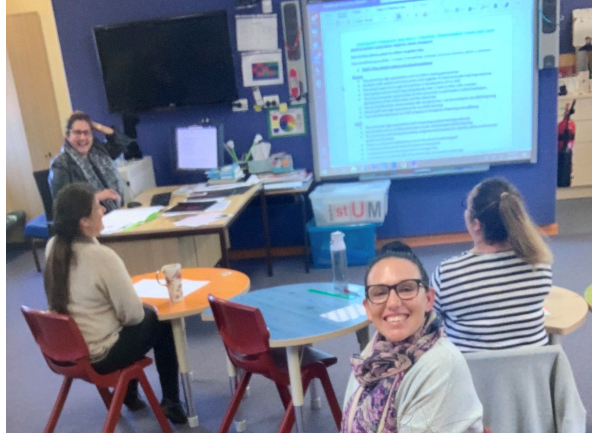
Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Ulong Public School has a part time teacher who is responsible for the literacy and numeracy needs of the K-2 students. She is responsible for implementing the EAfS and L3 strategies in the classroom. The teacher works closely with an Instructional Leader to assist her with important skills and planning.

100% of teaching staff are registered with the NSW Institute of Teachers at the level of Professional Competence and have successfully completed their first maintenance period.

Throughout 2020, staff at Ulong Public School participated in a range of professional learning activities. Professional learning opportunities included workshops, conferences, video conferences, Adobe Connect sessions and Online PL on a range of topics. Most of these were through ZOOM & Teams due to COVID restriction.



Staff Meetings and training.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	303,867
Revenue	541,113
Appropriation	530,394
Grants and contributions	10,063
Investment income	656
Expenses	-471,602
Employee related	-413,124
Operating expenses	-58,478
Surplus / deficit for the year	69,511
Closing Balance	373,378

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.

The Equity funding is mainly used on employing an extra teacher and SLSO to support the student learning. Virtual excursions are bought into the classroom to assist the unit of work being taught. A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school



Kinder Orientation activities in which the students are learning to count till 10 by using paddle pop sticks.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	17,904
Equity Total	84,648
Equity - Aboriginal	12,092
Equity - Socio-economic	45,919
Equity - Language	0
Equity - Disability	26,637
Base Total	339,899
Base - Per Capita	3,608
Base - Location	11,527
Base - Other	324,765
Other Total	9,867
Grand Total	452,318

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.

These funds are used to employ an extra teacher and SLSO to support students in their learning and implement Mini-Lit & Multi-Lit programs.. Some of the funds are used to pay for Incursions, excursions and transportation.



Students enjoying their excursion to Cascade and learning about some historical places.

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Due to the fluctuating numbers & size of the school it is very hard to have external data Like NAPLAN and value-added information to observe trends. However, this year the year 5 students participated in check in assessments and the results showed that 50% (1 out of 2 students) of the year 5 students were meeting the stage outcomes and 50% (1 out of 2 students) were below expected stage growth.



K-2 students showcasing their writing skills.

Parent/caregiver, student, teacher satisfaction

Hello, my name is Joey-Walsh-Stewart. I am the school captain of Ulong Public School and I will be talking about my experiences at the school. At our school, we have been learning about all kinds of persuasive writing examples, using the Bee-bots to learn our coding and we've also been learning about how to show Respect, Responsibility and to give our Personal Best. These values are always important at our school. Now I will be talking about my experiences throughout all of my time here at Ulong Public School.

I absolutely adore this school, it has everything you could possibly need. It has nice teachers, lots of grass and trees in the different playgrounds, great students, and most importantly, we are part of a good community. I will miss this school so much, even though I live a few houses away from it, I still won't be going here during next year. Instead I'm going to Orara High School, which is a high school that is covered in concrete and buildings. I am always going to remember this school and all the fun and happy memories that I have created here over the seven years that I have been a student here.

Thank you for reading,

Joey-Walsh-Stewart

A	B	C	D	E	F	G	H	I	J	K	L	M
Timestamp	The school has high expectations and my child is making good progress	The teachers and principal respond positively when I come to them with a concern	I am well informed about my child's progress in all aspects of learning and wellbeing	I receive regular information about what my child is taught in English and adjustments made to their learning plan	I receive regular feedback on the progress of my child's learning in reading and numeracy	I know how well my child is doing in his/her learning in English	The school has clear expectations for student behaviour and the rules are known by my child	The school regularly provides me with information about the importance of regular student attendance	I have strong trusting relationships with staff at the school	All students are treated fairly in this school	Please indicate one strength of the school	One weakness of the school that the school could improve in
8/10/2020 12:08:58	Always	Always	Always	Unsure	Always	Always	Always	Always	Always	Always	Staff, student and parent communication	Nothing comes to mind it's a great school
8/10/2020 13:40:40	Always	Always	Always	Sometimes	Always	Always	Always	Always	Always	Sometimes	Good teaching	Nothing
8/10/2020 15:00:26	Always	Always	Always	Always	Always	Always	Always	Always	Always	Always	Communication and support of children and with parents	Nothing really, I'm quite happy with the school and will continue on sending all children to this primary school
8/10/2020 15:00:51	Always	Always	Sometimes	Sometimes	Always	Always	Always	Always	Sometimes	Sometimes	Small school creates better teacher-student relationship	Better parent teacher communication at times
8/10/2020 15:00:57	Always	Always	Always	Always	Always	Always	Always	Always	Always	Always	Let us know what's on for the special lunch	Nothing
8/10/2020 15:33:32	Always	Always	Always								Fairness	Notes could be sent home earlier, not 3 days before an event, unless it's something that has just come up
8/10/2020 15:21:33	Never	Always	Always	Sometimes	Sometimes	Sometimes	Always	Always	Always	Always	Nothing	Had a lot of notice for excursions and other school activities
8/11/2020 11:20:51	Always	Always	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Always	Always	Always	Integration of all students and staff	The community spirit
8/11/2020 14:32:43	Always	Always	Always	Always	Always	Always	Always	Always	Always	Always	Communication	Nothing
8/11/2020 14:55:19	Always	Always	Always	Always	Always	Always	Always	Always	Always	Always	Learning - compassion	I can't think of anything
8/11/2020 14:55:21	Always	Always	Always	Always	Always	Sometimes	Always	Always	Always	Always	Nothing	Nothing

Parent Survey

A	B	C	D	E	F	G
Timestamp	I enjoy learning at school	The school has clear rules that I know and understand	Teachers help me if there is a problem in class and outside the	Teachers know, value and care for every student	What is one thing you really like about the school?	What is one thing the school can do better?
9/16/2020 12:08:04	Always	Always	Always	Always	Kick the can	Don't know
9/16/2020 12:10:19	Always	Always	Always	Unsure	Playing games	Don't know
9/16/2020 12:12:21	Always	Always	Always	Always	Playing kick the can	Help people learn
9/16/2020 12:14:47	Always	Always	Always	Always	That it has pretty bushes	Look after the pencils
9/16/2020 12:17:49	Sometimes	Unsure	Never	Never	Moblo	Give more prizes
9/16/2020 12:19:47	Sometimes	Always	Always	Sometimes	Get to learn	Help to learn
9/16/2020 12:22:16	Always	Always	Always	Always	Playing kick the can	Don't know
9/16/2020 13:37:47	Sometimes	Unsure	Never	Never	Building detonators with moblo	Detonating the school

Student Survey

A	B	C	D	E	F	G	H	I	J	K	L
Timestamp	The school has high expectations and is improving student learning outcomes	There is a culture of collaboration across the school to achieve goals	The school engages in strong collaboration with students and parents to ensure quality student transition	Teachers collect, analyse and reflect on school and external data to improve student learning in reading and numeracy	Teachers use evidence based teaching practice and differentiate the curriculum to meet the learning needs of all students	Teachers consistently apply knowledge and understanding of effective teaching strategies to support student's literacy and numeracy achievement	The school has clear expectations for student behaviour and the rules are known by all students	Expectations of behaviour are explicitly taught to students and relate to classroom, playground, hallways, canteen and assemblies	Attendance rates are regularly monitored and action is taken promptly to address issues with individual students	Please indicate one strength of the school	One weakness of the school that the school could improve in
8/10/2020 12:06:35	Always	Always	Always	Always	Always	Always	Always	Always	Always	Caring and individualised learning environment. Staff are supportive of other staff, students and families	Nil
8/10/2020 12:11:30	Always	Always	Always	Always	Always	Always	Always	Always	Always	Tending to each student's needs	Nothing
8/10/2020 13:57:43	Always	Always	Unsure	Always	Always	Always	Always	Always	Always	The strong sense of community	Not sure?
8/10/2020 14:08:36	Always	Always	Sometimes	Always	Always	Always	Always	Always	Always	School is welcoming and has a great team	More involvement in STEAM activities
8/11/2020 8:49:05	Always	Always	Always	Always	Always	Always	Always	Always	Always	Staff who enjoy collaboration	More use of progressions for individual student planning
8/11/2020 9:20:43	Always	Always	Always	Always	Always	Always	Always	Always	Always	Positive and cohesive working environment	Nothing
8/11/2020 9:36:13	Always	Always	Always	Always	Always	Always	Always	Always	Always	A fun place to learn	Maybe more new enrolments?

Staff Survey

Mrs Surinder Kahler
Principal Ulong Public School
Hutchinson St
Ulong NSW 2450

1.3.2021

Dear Surinder,

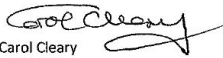
I just wanted to write and let you know what a wonderful job you and your staff do with the children of our village. As a grandparent, resident and business owner I am privileged to watch the children of the village grow up and develop, interacting with the majority of them on a daily basis through our business.

Teachers have such an influence on children and you can see the schools values coming through in the children by the way they interact within the community. I have many customers commenting often on how well mannered, kind and talkative the children are, and that they are very willing to interact with them, this is a direct result of the school and the quality of our teachers. It is a joy to watch for many young children today don't seem to have the skills or confidence necessary to converse with people any more.

As a community member I also want to thank you for the continued support you and your staff give to our community endeavours – whether it's the health clinic, the football oval or some community event we are hosting in the hall, you and your teachers are always there showing a school presence in every community event. It is so reassuring to know that I can always depend on your support, this makes the community whole.

Looking forward to this year and the many fun event we are planning for our community. I know sometimes all jobs can be a little thankless, but I want you to know and to pass on to your teachers, that we as a community would not be as special without you guys as part of it.

Thankyou and keep smiling,



Carol Cleary

Ulong General Store & Post Office
70 Pine Ave
Ulong NSW 2450

Parent/Carer satisfaction.

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.

Ulong Public School received Aboriginal background funding in 2020. Our plan to improve learning outcomes for indigenous students included:

Employment of an additional classroom teacher to allow smaller class sizes and explicit teaching opportunities which cater for individual student needs.

Ulong Public School staff have developed and sustained a positive and inclusive culture and implemented strategies designed to ensure Aboriginal students achieve educational outcomes which are equal to or better than the outcomes of non-indigenous students.

Students in years K-6 participated in Gumbaynggirr Language lessons, delivered by an Aboriginal tutor employed through the Gumbaynggirr Language nest. Lessons allowed students to develop language skills, gain insight into Aboriginal life and history, and develop greater understanding and acceptance of Aboriginal culture.

Ulong Public School staff worked with Aboriginal families to address any specific learning needs of students and create Individual Learning Plans (ILP's)-NAIDOC Day celebrations focused around embracing cultural diversity and learning about local Gumbaynggirr culture

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 principal has done the ARCO training and has developed Anti-Racism Policy. She makes sure there is no discrimination.

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.

Multicultural education is integrated across all key learning areas in class and has been incorporated into studies in school programs emphasising tolerance and understanding. In HSIE, students study customs and beliefs from other countries. Students at Ulong Public School celebrated Chinese New Year and did a virtual tour of china through Skype and are familiarised to Chinese and Punjabi language.

The students also had the privilege and were fortunate that to visit the Indian temple and celebrated Diwali (festival of lights) just before the COVID restrictions were implemented. In 2020 Ulong Hosted around 425 students and 25 staff members from all the valley schools to celebrate Harmony Day. African Drumming and other cultural games were organised for the day. All classroom and school practices are inclusive of all students and racism in any form is not

tolerated. The school has a trained Anti-Racism Contact Officer who deals with any identified concerns around racism.

Other School Programs (optional)

CREATIVE RECOVERY PROJECT:

Ulong school participated Creative Recovery Project. This project gave the students an understanding the impacts of fire after we had the dreadful bush fires at the end of 2019 & beginning of 2020. Students got to have a yarn with Uncle Mark and learn about the following things:

·Gumbaynggirr word for fire: Waagay

·Cultural uses for fire: smoking, cooking, light, warmth, healing, etc.

·Environmental damage from fires and habitat lost

- Discussion around emotions and that also complemented their learning on emotional intelligence unit.

SPORTING PROGRAMS:

Ulong Public School participated in the Government's Sporting Schools program running each Friday afternoon for a period of 7 weeks each term. All students were involved in a range of sports and activities led by well-trained coaches. This program has been a great success, encouraging students to engage in a range of outdoor physical activities, including dance, golf, swimming and gymnastics lessons. 100%of students K-6 also participated in the Premier's sporting Challenge this year, with the junior school being awarded Gold certificates and the senior students earning Platinum certificates. Ulong Public School students had a very active and enjoyable sporting year in 2020. Our students participated in a wide range of sporting events and all displayed outstanding sportsmanship and made our school extremely proud. Students were offered a variety of sporting skill development opportunities aimed at increasing participation and improving fitness levels. Some of the carnivals were cancelled due to COVID restrictions. However, students participated in:

*Swim/Gym Program

Small Schools Swimming Carnival

* Cross Country

Premier's Reading Challenge

The Premier's Reading Challenge aims to encourage in students a love of reading for leisure and pleasure, and to enable students to experience quality literature. It is not a competition but a challenge to each student to read, to read more and to read more widely. Children begin reading in Term 1 of each year and must read a number of books before the end of September. If they achieve this, the student receives special recognition by way of a certificate from the Premier.



Students had an opportunity to have a yarn with Uncle Mark and learn about Waagay and the cultural uses for smoking, cooking, light, warmth & healing.