

2020 Annual Report

Ultimo Public School



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Introduction

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

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

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School vision

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

School context

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

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

In recent years, Ultimo Public School has experienced steady enrolment growth due to the revitalisation of the Pyrmont and Ultimo areas. In 2018 the school had an enrolment of 287 students in 12 classes and by 2019 it grew to 314 students in 13 classes. In 2020, the school grew to 373 students with 16 classes. Subsequently, Ultimo Public School transitioned to new facilities in Term 1 2020, following the completion of a significant building program. The new school will have a capacity of 800 students and will cater for the growing educational needs of the Ultimo/Pyrmont community for many years to come.

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Health & Wellbeing

Purpose

Purpose:

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

This will be achieved through:

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

Improvement Measures

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

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

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

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Fitness and health has remained a focus for the school. Fitness club, school sport, and the provision of commercial programs has assisted in keeping this target at the forefront.	Funding Sources: <ul style="list-style-type: none">• GOT GAME school contribution (\$15000.00)• (\$0.00)

Process 2: Staff to embed Restorative Practices into curriculum and class practices to assist students to actively engage in strategies and techniques for Restorative Justice.

Evaluation	Funds Expended (Resources)
Whist restorative practices have been embedded across the school for some time, ongoing professional learning has been inconsistent. Staff identified the	

Progress towards achieving improvement measures

need for a whole school wellbeing and behaviour plan that focuses on proactive strategies moving forward.

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

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

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

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

Evaluation	Funds Expended (Resources)
Whilst GOT GAME provided students with a range of activities it was decided that moving forward, teachers would plan and implement sport and physical education lessons throughout the year. The school contribution for this program was no longer sustainable.	Funding Sources: • School Contribution (\$15000.00)

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

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

Evaluation	Funds Expended (Resources)
Whilst staff upskilled themselves through the provision of professional readings, it was decided that a focus on curriculum and programming would be required moving forward.	

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

Evaluation	Funds Expended (Resources)
The new units are based on the syllabus and include elements of the Physical Literacy Continuum, The Wellbeing Framework. Child Protection, Drug Education, Restorative Practice and Anti-bullying. On reflection we realise that a whole school approach is required to impact all students across the school.	

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

Evaluation	Funds Expended (Resources)
All stages were successful in demonstrating the allocated time	

Process 7: iEngage Physical Activity pilot study staff will record the level of physical activity of Year 5 and or Year 6 students using an activity sensor to be worn for 5 school days.

Evaluation	Funds Expended (Resources)
This pilot successfully took place in 2017-2018.	

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

Progress towards achieving improvement measures

Process 8: prior to food events.

Evaluation	Funds Expended (Resources)
Students eat in their classrooms for the 15 minutes before going out to play. Nude food is encouraged and valued by the school community.	

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

Evaluation	Funds Expended (Resources)
Teachers have collaborated and engaged in lesson swaps to share expertise and knowledge across the school.	

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

Evaluation	Funds Expended (Resources)
Stage planning days took place at the end of each term. These days dedicated a session to focusing on PD/H/PE units and ensuring that all skills, knowledge and content was covered.	

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

Evaluation	Funds Expended (Resources)
Due to COVID-19 and the associated restrictions we were not able to continue the buddy program this year. We aim to implement this in the future when COVID restrictions have eased.	

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

Evaluation	Funds Expended (Resources)
SEDA sport clinics were implemented in 2020 and the focus for our students was on soccer. All children were engaged and thoroughly enjoyed the activities. However, the school community has decided to reallocate spending and lessons will be done in house.	

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

Evaluation	Funds Expended (Resources)
A range of extra-curricula activities are offered at UPS with a range of students participating in these. Some of those on offer are: Hip-Hop, Art Classes, basketball, soccer, running club, chess and Ju Jitsu. In Term 4 we also introduced a Student Wellbeing Week that focused on kindness and reflection.	Funding Sources: • (\$0.00)

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

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
This event was not able to take place due to COVID restrictions.	

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

Evaluation	Funds Expended (Resources)
Sushi orders have continued at Ultimo PS, supporting working families.	

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

Evaluation	Funds Expended (Resources)
Each year, new families to our school are introduced to the concept of nude food and healthy lunchboxes. Throughout the year K-6 students stop to have lunch at 11.30am each day and staff supervise and monitor students as they eat. Where necessary, teachers will contact families whose child may need encouragement and support in providing healthy lunches for their children.	

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

Evaluation	Funds Expended (Resources)
Staff have received ongoing training and will continue to develop their skills and knowledge around co-teaching and collaborative pedagogy. Our new site is purpose built for this type of teaching and staff and students have been keen to experiment. Moving into 2021, all literacy sessions will be co-taught cross the school.	

Next Steps

- Create and fill the new role of Assistant Principal Learning and Wellbeing to develop a whole school learning and wellbeing plan for UPS.
- Decrease the number of commercial products and external companies used for the implementation of PD/H/PE.
- Provide ongoing support and professional learning for staff to ensure they have the relevant knowledge and skills require to teach all areas of the PD/H/PE curriculum.
- Continue working with the community to ensure that all value and understand the importance of a healthy, balanced lunch.

Strategic Direction 2

Literacy with a focus on Writing

Purpose

Purpose:

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

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

To enhance the creative writing abilities of students.

This will be achieved through:

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

Improvement Measures

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

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

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

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

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

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
All teachers participated in Consistent Teacher Judgement sessions with a focus on writing throughout the year. These sessions were linked to the progressions and highlighted the need for high expectations and explicit teaching. A review of the Seven Steps to Writing Success program was completed.	

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>A community consultation engaged all stakeholders and the following was identified:</p> <p>TTFM:</p> <ul style="list-style-type: none"> When students were asked if they were challenged in English and Maths 42% of our children identified as having high skills and high challenge. There was a school mean of 6.0 compared to the state mean of 7.3 where parents believe that the school support the learning of their child. 	

Process 3: Overhaul reading resources by:

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

Evaluation	Funds Expended (Resources)
The provision of reading resources including, home reading texts will be an ongoing investment for our school. School enrolments are increasing and there is also a need for replacement.	<p>Funding Sources:</p> <ul style="list-style-type: none"> Purchase texts (\$10000.00)

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

Evaluation	Funds Expended (Resources)
A whole school, planning, assessing and performance document was created that will be implemented in 2021. This new document will set the standard and expectations of whole school planning and programming moving forward.	<p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$5000.00)

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

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

Evaluation	Funds Expended (Resources)
A number of staff were engaged to work with the instructional leader to collate all data collected so far and create a sustainable system of measuring growth over time. Further work in this area is required and a whole school assessment scope and sequence will be needed moving into 2021.	<p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$15000.00)

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

Evaluation	Funds Expended (Resources)
A number of staff were provided with opportunities to observe collaborative teaching practices, inquiry-based learning and the effective use of flexible spaces both internally and externally. A whole school approach will be required moving forward into 2021.	

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
All staff were involved in planning days at the end of each term. This was to ensure consistency and collaboration across the school.	Funding Sources: • Casual payroll (\$7500.00)

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

Evaluation	Funds Expended (Resources)
A number of staff were provided with opportunities to observe collaborative teaching practices, inquiry-based learning and the effective use of flexible spaces both internally and externally. A whole school approach will be required moving forward into 2021.	

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

Evaluation	Funds Expended (Resources)
SENTRAL has slowly been introduced across the school with more of a focus in 2020 placed on the Wellbeing App. This area has had significant impact on the tracking and monitoring of students across the school.	Funding Sources: • Annual Subscription (\$9000.00)

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

Evaluation	Funds Expended (Resources)
This project has been deferred to 2021 as a whole school scope and sequence will be developed to ensure a wholistic approach has been taken.	

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

Evaluation	Funds Expended (Resources)
The instructional leader was utilised to create systems and support staff across the school. Due to COVID, the move and the schools External Validation process there was great disruption of the program.	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$50000.00)

Next Steps

- Create a consistent approach to programming that aligns with UPS' Programming, Assessing and Performance Framework.
- A focus on reading and numeracy to align with the Department's target areas.
- Invest in Instructional leadership with a focus on Years K-4 to ensure that all students at UPS have the opportunity develop strong foundations.
- Recognise the importance of tiered interventions across the school in both literacy and numeracy and invest in these initiatives.

Strategic Direction 3

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

Purpose

Purpose:

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

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

This will be demonstrated through:

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

Improvement Measures

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

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

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

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

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

Progress towards achieving improvement measures

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

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

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

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

The school's annual Creative and Performing Arts show was unable to be held in 2020.

Students submitted two entries in the Film by.... 2020 Festival Series and a group of Stage 3 students were regularly involved in the pre filming of our school assemblies.

Film club remained for interested students at UPS and they submitted a rap video to BTN

Funding Sources:

- Film Equipment (\$2000.00)

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

Evaluation

Funds Expended (Resources)

The High Potential and Gifted Education Maths Olympiad program was expanded to include Years 2-4 as well as Years 5 & 6.

Funding Sources:

- Literacy and numeracy (\$22000.00)

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

Evaluation

Funds Expended (Resources)

This network was unfortunately put on hold during 2020 due to COVID. We will be looking at strengthening it in 2021.

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

Evaluation

Funds Expended (Resources)

All staff utilised Imaths, Mathletics and Primary Connections throughout the year.

During the staff consultation process it was decided that a focus on planning lessons in response to student needs as well as explicit teaching was essential for future growth.

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

Evaluation

Funds Expended (Resources)

Professional Learning was put on hold during 2020 due to COVID and the schools External Validation process.

In Term 4, the staff engaged in consultation and reflection of data and state-wide targets.

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

Evaluation

Funds Expended (Resources)

This area was placed on hold in 2020 as it was decided that holistic approach to school planning was required. This will be a focus in the 2021 school plan

Process 8: Member of staff/executive released to compare report grades (e.g. % of Sound), PLAN data entered by

Progress towards achieving improvement measures

Process 8: class teachers and NAPLAN results (funded by QTSS funds). *This will assist to identify those students that should be targeted according to the Premier's Targets.*

Evaluation	Funds Expended (Resources)
A number of teachers were released to review student academic achievement as a part of the External Validation process. This information was shared back to staff during Term 4 and was the catalyst for target setting for the next school plan.	

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

Evaluation	Funds Expended (Resources)
This process was placed on hold as it was decided that a holistic approach to whole school planning was required. A committee of teachers will restart this initiative in 2021.	

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

Evaluation	Funds Expended (Resources)
All classrooms are purpose built for co-teaching and there is range of technology available to students and staff. As our school grows there will be a need to ensure that the number of resources available to students increases.	

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

Evaluation	Funds Expended (Resources)
Sentral has been purchased and is currently being utilised across the school.	

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

Evaluation	Funds Expended (Resources)
Staff members have continued to work with School Learning Environments and Change (SLEC) to create a transition plan for the move to daily co-teaching practices. In 2020 all Assistant Principals participated in training that would assist them to support their teams.	Funding Sources: • Professional Learning (\$5000.00)

Next Steps

- Develop a whole school scope and sequence for all learning areas
- Expand film club and ensure that all students across the school are provided with opportunities to express themselves through film.
- Focus on further developing co-teaching pedagogy
- Reconnect with community alliances like 'Powerhouse Museum'.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>0.1 FTE teacher - literacy support</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$13 400.00) 	Our ATSI students have been well supported in 2020. Funding was used to supplement the literacy program specifically to address any literacy needs with ATSI students. In 2021, funding will be used to strengthen the literacy initiatives across the school so that all students have access to intervention programs.
English language proficiency	<p>1.0 FTE Teacher for English as an Additional Dialect in class support</p> <p>0.2 FTE teacher for tiered intervention support</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$142 711.00) 	A targeted approach to tiered interventions will take place in 2021 with a focus on alignment of programs to regular teaching and learning programs. In class support will be promoted in the upper grades whilst small group targeted intervention will be the focus for K-2 students. A greater focus on teacher professional learning will occur in 2021 -2022 with all teachers being confident in identifying the EAL/D Learning Progression for all EAL/D students in their classrooms.
Low level adjustment for disability	<p>0.7 FTE Learning and Support Teacher</p> <p>0.2 FTE Learning and Support Teacher crated with flexible funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$102 000.00) 	Students who access the program showed growth throughout the year. Closer alignment to teaching and learning programs K-6 will be a focus in 2021. Staff professional learning will continue to be a target area. Building capacity within the area of wellbeing and supporting those students with complex needs is required. A streamlined approach to the tracking and monitoring of students across the school and enhance communication systems that are currently in place.
Quality Teaching, Successful Students (QTSS)	<p>0.522 FTE QTSS allocation utilised for additional classroom teacher position.</p> <p>0.478 FTE Primary Part-Time Teacher</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$57 098.00) 	The use of QTSS funding to create an extra class had little impact on student achievement across the school. In 2021 QTSS funding will be utilised to create and off class Assistant Principal Instructional Leader position. This role will support staff and build capacity within the areas of evidence based pedagogies. specifically, collaborative teaching, formative assessment, high expectations and feedback.
Socio-economic background	<p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$17 500.00) 	All students at UPS accessed all programs, excursions and initiatives.
Support for beginning teachers	<p>0.125 FTE for Casual Teachers</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$14 000.00) 	This model of support for our Beginning Teachers requires a change in 2021. Weekly release for both the Beginning Teacher and Mentor will be a focus so that regular professional discussions can take place, support can be identified in a timely and feedback provided in a timely manner.
Targeted student support for refugees and new arrivals	<p>0.15 FTE Classroom Teacher</p>	The current model has provided all New Arrival students with the support required to

Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$16 000.00) 	access the curriculum.
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Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	133	129	150	177
Girls	154	161	164	202

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.4	95.4	92.7	94.2
1	93.2	94.3	92.6	93.4
2	94.4	93.9	95.3	93.3
3	95.5	94.4	95.2	91.7
4	93.7	94.8	92.7	92.5
5	94.5	95	94	94.1
6	96.1	92.9	95.4	93.4
All Years	94.6	94.5	93.9	93.2
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	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
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.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.75
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher ESL	1
School Administration and Support Staff	2.82
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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.

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	527,223
Revenue	3,542,802
Appropriation	3,349,737
Sale of Goods and Services	44,129
Grants and contributions	146,031
Investment income	1,205
Other revenue	1,700
Expenses	-3,668,997
Employee related	-3,252,745
Operating expenses	-416,251
Surplus / deficit for the year	-126,195
Closing Balance	401,028

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.

	2020 Approved SBA (\$)
Targeted Total	62,009
Equity Total	275,720
Equity - Aboriginal	13,487
Equity - Socio-economic	17,516
Equity - Language	142,711
Equity - Disability	102,006
Base Total	2,645,991
Base - Per Capita	75,518
Base - Location	0
Base - Other	2,570,473
Other Total	283,113
Grand Total	3,266,833

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.

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.

Parent/caregiver, student, teacher satisfaction

Each year our school community participates in the Tell Them From Me Survey. This data is critical to our focus on school excellence and continual improvement.

Students: Years 4-6

- Students at Ultimo Public school identified that they have strong social-emotional outcomes, particularly in the areas of participation in extra-curricular activities, positive relationships with peers and positive behaviour at school.
- 42% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge.
- Our school scored a mean of 7.4 in regards to students find classroom instruction relevant to their everyday lives.
- Our school scored a mean of 6.7 in regards to students understand there are clear rules and expectations for classroom behaviour.

Parents

- Parents involved in the survey identified that they are made to feel welcome when visiting the school and the administrative staff are helpful when they have a question or problem.
- Parents did highlight that they weren't as informed about their child's learning and behaviour as they would like to be.
- Parents identified that they regularly support learning at home by regularly discussing schoolwork, challenges and helping them complete their homework.
- Our families highlighted that the school supports positive behaviour.

Staff

- Staff identified that they regularly work with school leaders to create a safe and orderly school environment and that they have supported them through stressful times.
- Overall, collaboration was rated as a high driver of learning.
- Further work is required in the space of 'Data Informs Practice'
- Staff recognised that they utilised a range of teaching strategies to support their 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.