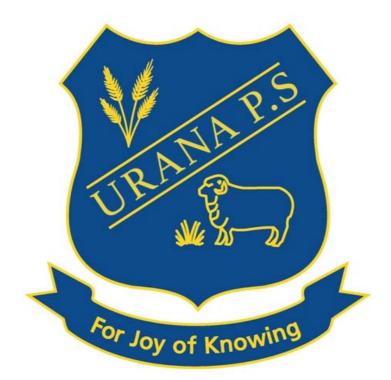# 2020 Annual Report

Urana Public School

3314

Introduction

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

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

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School vision

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

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

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

School context

Urana Public School is located on Wiradjuri land, in southern NSW in the Riverina region, in the small rural township of Urana. There are currently 6 student enrolments from Kindergarten to Year 6.

Urana PS regularly joins with other nearby small schools and central schools to participate in carnivals, performances, workshops and engagement activities. We pride ourselves in providing diverse opportunities including sports gala days, science fairs, STEAM (Science, Technology, Engineering and Maths) camps, musical performances and excursions. A school chaplain has been employed 2 days per week and runs engaging after school activities as well as integrated wellbeing programs.

The school community is focused on providing students with as many new experiences as possible in order for each individual child to discover their unique talents and to grow and develop as a whole person. There is also a strong focus on the delivery of high quality literacy and numeracy teaching and learning activities in order for students to achieve excellence.

The school completed a situational analysis to understand the strengths and areas for improvement to ensure all students continue to succeed. As part of this process we consulted with staff, community and students. Our focus for the next 4 years has been determined and includes a focus on engagement with community, assessment, wellbeing and staff performance.

The school will continue to evaluate its progress and make adjustments to the strategic improvement plan as required.

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

Strategic Direction 1

Connections

Purpose

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

Improvement Measures

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

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

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

Progress towards achieving improvement measures

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

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

Evaluation	Funds Expended (Resources)
In 2020 the Teaching Principal completed the Day 4 of Additive Strategy Professional Learning. Confidence in teaching additive strategies was increased, evidence of differentiation and new teaching practices were evident in teachers' daily math programs. Collaboration between teaching staff and the Principal and classroom observations also improved teaching practices and students' knowledge and skills. Individual student growth increased and was evident in student learning data, such as records on SeeSaw, direct teacher observations and growth according to the Learning Progressions and Essential Assessment. Data was analysed to inform future student learning. Professional Learning on Literacy and Numeracy Progressions was completed and new learning was continually referred to during professional discussions and during teacher observations. Teacher learning in this area was identified in Performance Development Plan goals and teachers developed evidence of application of new learning in class practices. Teaching staff participated in *Effective Reading Strategies* PL- vocabulary and phonemic awareness, addressing student comprehension of reading and also brushed up their skills and understanding of the "Super 6 Comprehension Strategies". Students developed and consolidated skills necessary to navigate through more complex texts, being able to skim and scan to find literal meanings and participated in group discussions to investigate implied meanings. Kinder and stage 1 students benefited from a greater teacher understanding of how to teach phonographic knowledge and phonemic awareness. Student data indicated a growth according to the learning progressions, YARK, PM Benchmarking and evidence recorded on SeeSaw. Also refer to evaluative comments in this report for Process #1 in Strategic Direction #2.	• Casual Teacher x 3 days = $1200 • Math Resources $1000 **Funding Sources:** • Professional learning ($1200.00) • Literacy and numeracy ($1000.00)

Process 2: *A Planned Approach*

Progress towards achieving improvement measures

Process 2:

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

Evaluation	Funds Expended (Resources)
In 2020 the Chaplaincy Program continued. The school purchased a resource titled 'My Wellbeing Journal' which was the focus of the students' work with the Chaplain with continuation of all other programs begun in 2019. A review of the journal resource was conducted mid Term 4 to ascertain the continuation of using these journals. As a result of this review the journals will be purchased and used again in 2021 as a key guide to learning for students.	$ 500: Purchase of 'My Wellbeing Journal' journals for all students. Employment of Chaplain via specific funding. $ 400: Outside agency to facilitate 'Child Protection Education' for all staff. $ 500: Consumables for after-school program. **Funding Sources:** • Low level adjustment for disability ($1400.00)

Process 3:   *Enhanced Opportunities*

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

Evaluation	Funds Expended (Resources)
In 2020 a wide variety of school programs continued to be offered for all students. The wellbeing of students was monitored within the work of Process #2 in Strategic Direction #1. Please refer to comments in this report.	$0

Strategic Direction 2

Engaged Learners

Purpose

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

Improvement Measures

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

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

Progress towards achieving improvement measures

Process 1: *Early Action for Success*

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

Evaluation	Funds Expended (Resources)
in 2020 staff completed a range of Professional Learning (PL). Please refer to Strategic Direction #1, Process #1 in this report for some further evaluative comments. As a result of the work in this area during 2020, specific individual student needs were targeted, for example, understanding texts and numeracy as a result of formative assessment and their situation along the "learning progressions". Individual Education Programs (IEPs) and Individual Learning Plans (ILPs) were constructed for all students at the beginning of the year and monitored. The targets in the IEPs and ILPs were specific and measurable and adjusted every 5 weeks according to student growth and current needs. Teacher PL enabled this work to support student growth and attainment with a strong focus on data-informed teaching and learning. Student learning outcomes were increased and constantly monitored. Feedback was given to students as to their progress and goals.	$0

Process 2: *Innovation*

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

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

Evaluation	Funds Expended (Resources)
In 2020 a range of activities were made available to all students to support the implementation of curricula. Key activities included music, physical education, creative arts and personal development areas.	$ 500: Musica Viva $ 600: basketball rings $1000: art supplies **Funding Sources:** • Socio-economic background ($2100.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Early action for success	$143,320	The vacant position of "Instructional Leader AP Literacy and Numeracy" was advertised numerous times, however, unfortunately a suitably qualified applicant was not found. The funds were carried over to 2021.
Literacy and numeracy	$1000: Math Resources $365: Literacy Resources **Funding Sources:** • Literacy and numeracy ($1 365.00)	The resources purchased were fundamental in ensuring that the teaching and learning concepts consolidated through professional learning, were implemented successfully in the classroom. The "hands on" nature of the resources resulted in increased learning outcomes for students.
Location (from base school allocation)	• $8000: School excursion • $600: Travel and accommodation for teacher professional learning • $1400: "Blue Earth" physical education program • $1000: Orienteering • $1000: Chaplain's programs • $3236: Technology updating **Funding Sources:** • Location ($15 236.00)	Due to the geographic remoteness of Urana PS, the "Location" funding was utilised to promote student engagement, which in turn increased student learning outcomes. Due to COVID restrictions, the annual excursion to Canberra was cancelled, so a collaborative decision was made to visit Bateman's Bay; the students participated in many activities that targeted learning outcomes across the curriculum. The Chaplain's well-being programmes were continued, that is, "Drum Beat" and also "Seasons of Growth", which both focussed on strengthening the well-being of all students. Technology was updated so that students continued to be engaged in their learning; two new interactive whiteboards were installed in the classroom, with many new features that accommodate students' changing learning needs. External highly qualified physical education instructors were accessed on a regular basis to ensure that syllabus content was covered and that student learning outcomes were achieved.
Professional learning	Casual teacher x 3 days: $1200 Course fees: $600 SLSO (School Learning Support Officer): $3478 **Funding Sources:** • Professional learning ($5 278.00)	Due to COVID restrictions, it was not possible for staff to attend the usual amount of external face to face professional learning in 2020. The external professional learning which *was* undertaken, "Additive Strategies", benefited students by the teaching principal embedding the learned concepts into teaching and learning programs to increase student learning outcomes. The remaining money was utilised to keep the SLSO (School Learning Support Officer) employed. The SLSO helped students to consolidate concepts and learning after explicit instruction with the teacher.
Aboriginal background loading	$1,092: Naidoc Day celebrations **Funding Sources:** • Aboriginal background loading ($1 092.00)	Resources purchased to celebrate Naidoc Day contributed to the understanding and engagement of students in Aboriginal Culture and history. Students continued to acknowledge and appreciate Aboriginal Heritage and the importance of continuing to learn about, celebrate and promote Aboriginal Culture.
Low level adjustment for disability	$10,938: engagement of a 0.6 classroom teacher $3,668: literacy teaching	A temporary teacher was engaged 3 days per week in order for both teachers to target individual learning needs in the Kindergarten to Year 6 setting. This allowed each student

Low level adjustment for disability	and learning resources, assessment materials **Funding Sources:** • Low level adjustment for disability ($14 606.00)	to have quality one on one explicit instruction with a teacher and resulted in increased student learning outcomes. Student reading resources were updated to ensure that quality literature was available for students. "Essential Assessment" digital assessment program was subscribed to, to ensure that ILPs (Individual Learning Programs) targeted the appropriate concepts and syllabus content in order to close the gaps in individual students' learning.
Quality Teaching, Successful Students (QTSS)	$1,422: Casual teacher to release Temporary teacher **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($1 422.00)	QTSS funds were utilised to allow the temporary teacher to be off class to collaborate with the teaching principal in data analysis and whole school planning.
Socio-economic background	$10,938: engage a 0.6 temporary teacher $192: engage a 0.6 temporary teacher **Funding Sources:** • Socio-economic background ($11 130.00)	A temporary teacher was engaged 3 days per week in order for both teachers to target individual learning needs in the Kindergarten to Year 6 setting. This allowed each student to have quality one on one explicit instruction with a teacher and resulted in increased student learning outcomes.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	8	5	5	6
Girls	5	3	3	1

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K		91.9		83.1
1			85.4	
2	88.5	100		87.4
3	97.2	92.5	88.5	
4	96.8	91	90.6	85.3
5	90	95.8	97.9	93.7
6	95	83.2	89.2	95.1
All Years	92.6	92	90.7	89.6
State DoE				
Year	**2017**	**2018**	**2019**	**2020**
K		93.8		92.4
1			92.7	
2	94	93.5		92
3	94.1	93.6	93	
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	93.8	93.4	92.7	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.

Urana Public School 3314 (2020)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.24
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.95

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	156,904
Revenue	565,426
Appropriation	557,326
Grants and contributions	7,700
Investment income	399
Expenses	-483,290
Employee related	-362,198
Operating expenses	-121,093
Surplus / deficit for the year	82,135
Closing Balance	239,039

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	0
Equity Total	28,929
Equity - Aboriginal	1,092
Equity - Socio-economic	13,231
Equity - Language	0
Equity - Disability	14,606
Base Total	327,562
Base - Per Capita	1,924
Base - Location	15,236
Base - Other	310,401
Other Total	173,411
Grand Total	529,901

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

Tell Them From Me" surveys undertaken by students indicate that 100% of students value school outcomes and feel positive about their school and 80% of students persevere to a high level and like challenging goals. Being such a low cohort, many of the TTFM survey tables were not able to be generated, however, students and teachers have a wonderful rapport and student attendance is high. Staff often verbally express how happy they are to be working at the school and with the students, parents and other staff. At school assemblies and other engagement days, all parents and carers have verbally expressed how happy they are with the progress of their children, the quality of the teaching staff and the engagement activities provided by the school.

Urana Public School 3314 (2020)

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.