2020 Annual Report

Urunga Public School

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Introduction

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

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

School contact details

Urunga Public School
Bowra St
Urunga, 2455
www.urunga-p.schools.nsw.edu.au
urunga-p.school@det.nsw.edu.au
6655 6393

School vision

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

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

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

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

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

School context

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

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability

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	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

LEARNING

Purpose

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

Improvement Measures

1. 75% of students at or above expected growth in Year 5 Reading NAPLAN data

2. 75% of students at or above expected growth in Year 5 Writing NAPLAN data

3. 30% of students in the top 2 bands in Year 3 Numeracy NAPLAN data.

4. 30% of students in the top 2 bands in Year 3 Writing NAPLAN data

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Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
• L3 operational in Kindergarten and Stage 1 classrooms supporting consistency in teaching practices. • All teachers K-6 participated in Quality Teaching Rounds which focussed on Quality Teaching Framework and Effective Feedback.	$9 250 for Quality Teaching Rounds (Teacher days) $2 000 for L3 (Language, Learning and Literacy)

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

Evaluation	Funds Expended (Resources)
A more consistent approach to whole school learning intentions and success criteria has been developed. Appropriate and timely professional leaning occurred. All teachers reported that they received appropriate and timely support to enable high impact teaching. Success criteria development will be a focus for 2021.	$143 320 (Instructional Leader Model)- Assistant Principal released to work with teachers in the classroom and to conduct responsive and agile whole school, stage-based and individual professional learning.

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

Evaluation	Funds Expended (Resources)
• Matrix of expected behaviours for Positive Behaviour for Learning has been developed and lessons to teach K-6 have been developed and revised. Teachers have been teaching lessons to students. Developing the signage for school grounds will be a focus for the future.	$3 000 teacher days to develop lesson plans.

Strategic Direction 2

TEACHING

Purpose

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

Improvement Measures

100% of teachers engage in lesson observations and quality feedback

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
100% of teachers working collaboratively to develop high quality lessons and consistency across the stages. Increased knowledge of syllabus outcomes	$3 000 teacher days to develop maths scope & sequence.

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

Evaluation	Funds Expended (Resources)
Teachers have a greater understanding of using writing data to inform best teacher judgement. Improved student writing skills.	$3000 to cover teachers involved in L3 training

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

Evaluation	Funds Expended (Resources)
Teachers improved classroom practice through observing different practices and engaging in constructive timely feedback from colleagues.	$16,000 for casual teachers for Quality Teaching Rounds (QTR). **Funding Sources:** • ($0.00)

Strategic Direction 3

LEADING

Purpose

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

Improvement Measures

1. All staff have PDP goals aligned to the school plan and Australian Professional Teaching Standards

2. Tell Them From Me survey data results reflect an annual improvement

3. Improvement annually in benchmark data taken from school generated Community Feedback survey

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Instructional leader model has been implemented across Terms 3 and 4 via Zoom. Whilst these collaboration meetings across K-6 have proven to have had an impact through improvements to learning programs, we believe that face to face meetings would have been for effective. Exit slips reflect changes in teaching strategies and collaboration levels.	$143 200 Instructional Leader model and teacher days

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

Evaluation	Funds Expended (Resources)
School Facebook site used regularly to share activities and information with community. Parents emailed through Sentral regularly regarding updates and activities. SeeSaw has become a communication tool for K-2 teachers and parents. Google Classrooms is being used across Years 3 to 6. Zoom meetings are used on a regular basis for student, staff and parent communication.	

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

Evaluation	Funds Expended (Resources)
Due to COVID, new strategies to enable community engagement were sought and employed.. Most communication with community was via Zoom, email, phone, Facebook and See Saw. The leadership team modelled high expectations and were instrumental in seeking an implementing new ways of communicating with our community.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		All Aboriginal students were supported by an SLSO and differentiated learning plans. These Personalised Learning Plans were developed in consultation with parents and carers
Low level adjustment for disability		All students with disabilities were supported through Individualise Learning Plans that were developed in consultation with parents and carers.
Quality Teaching, Successful Students (QTSS)		Assistant Principal developed and implemented targeted small group learning support both within classrooms and through withdrawal programs.
Socio-economic background		Comprehensive extra curricula programs have been available for all students K-6. Community Liaison Officer has continued to be available for our parents and community as a point of contact for inclusions.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	87	82	100	102
Girls	118	114	122	128

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	94.9	93.5	93.8	95.1
1	94.7	93.8	90.5	94.2
2	91.7	90.9	92.8	92.5
3	92.5	91.8	90.8	96.1
4	92.7	93.9	89.4	94
5	92.8	91.8	92	92.9
6	94.9	93.1	92.2	91
All Years	93.5	92.5	91.6	93.8
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	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)	2
Classroom Teacher(s)	8.14
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	294,790
Revenue	2,290,390
Appropriation	2,256,604
Sale of Goods and Services	83
Grants and contributions	33,482
Investment income	121
Other revenue	100
Expenses	-2,441,684
Employee related	-2,160,763
Operating expenses	-280,921
Surplus / deficit for the year	-151,293
Closing Balance	143,497

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	102,208
Equity Total	228,014
Equity - Aboriginal	22,102
Equity - Socio-economic	116,267
Equity - Language	0
Equity - Disability	89,645
Base Total	1,791,819
Base - Per Capita	53,392
Base - Location	37,677
Base - Other	1,700,750
Other Total	117,519
Grand Total	2,239,560

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

During 2020, Urunga Public School parents, students and teachers participated in the Tell Them From Me survey, as well as school developed and delivered surveys.

The results of these surveys reflect that for students, there was an increase over the year in the percentage of students who felt that they had developed more positive relationships. There was also an increase throughout the year of students who displayed Advocacy at School.

Teachers reported that there has been an increase in the quality feedback on their teaching strategies as well as an increase in the opportunities for collaboration. Teachers also report that our school mean is at or above the NSW Govt Norm for five of the Eight Drivers of Learning which include: Leadership; Data Informs Practice; Teaching strategies; Technology; Inclusive School

Our school is operating above the NSW Govt Norm for two-way communication with parents being informed. Parents have also reported an increased norm of parents and carers who feel that their children are safe at school. Ninety seven percent of our parents report that their children are enrolled in their first choice of school.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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