

2020 Annual Report

Uralla Central School



3864

Introduction

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

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

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School vision

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

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

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

School context

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Learning Smart

Purpose

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

Improvement Measures

Increased student attendance

Decreased negative incidents on Sentral

Increased positive incidents on Sentral

Increased retention rates at key transition points

Increased participation in extra- curricular experiences

Increase the percentage of students demonstrating growth in literacy and numeracy

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Major delays to all initiatives caused by the advent of the Covid19 Pandemic. Team to review existing policy with a view to updating/rewriting ready for adoption during Term 1 2021.	Human

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

Evaluation	Funds Expended (Resources)
Major delays to all initiatives caused by the advent of the Covid19 Pandemic. Executive oversight established that implementation was inconsistent across all subject areas - identified need for more intensive professional learning going forward.	

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

Evaluation	Funds Expended (Resources)
Major delays to all initiatives caused by the advent of the Covid19 Pandemic. All staff are aware of the progressions; industrial concerns have limited the implementation beyond the Junior School but the work has begun.	Human

Strategic Direction 2

Learning Leaders

Purpose

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

Improvement Measures

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

All staff participate in targeted, needs-driven professional learning

Increase percentage of students demonstrating expected growth in literacy and numeracy

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Major delays to all initiatives caused by the advent of the Covid19 Pandemic. All staff have built their knowledge and understanding of the Progressions; Junior School at almost full implementation of Progressions; Middle and Senior School looking at one or two as per industrial/DoE advice.	Human

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

Evaluation	Funds Expended (Resources)
Major delays to all initiatives caused by the advent of the Covid19 Pandemic. Concept essentially on hold subject to further training and upskilling of staff. The completion of the 2020 Situational Analysis determined that this process should be formalised by engaging with the Quality Teaching Rounds process.	Human

Strategic Direction 3

Learning Environment

Purpose

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

Improvement Measures

Improved student attendance

Increased student enrolment/retention

Positive student feedback through consultation; SRC and surveys

All learning spaces are fit for purpose in a future focused learning environment

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Major delays to all initiatives caused by the advent of the Covid19 Pandemic. Main Quad, Basketball court, Farm and main Garden Beds and fencing completed. Front of school completed January 2021.	\$70,000

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

Evaluation	Funds Expended (Resources)
Major delays to all initiatives caused by the advent of the Covid19 Pandemic. Furniture for Junior School purchased and in classrooms; Room One furniture also purchased and installed by end of Term 3.	\$65,000

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

Evaluation	Funds Expended (Resources)
Canvas LMS purchased as a vehicle to move the day structure discussion forward. Slow implementation of Canvas from beginning of Term 4 2019 commenced. Early Term 1 2020, the implementation was accelerated and then with the advent of the Covid19 Pandemic the process was hyper-charged to facilitate the 'Learning from Home' period.	\$10,000

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		Major delays to all initiatives caused by the advent of the Covid19 Pandemic. High attendance of identified ATSI students continues to be a highlight. ATSI enrolment has risen to 28% of total student enrolments. Positive steps have been made in developing greater focus and engagement in the learning process.
Low level adjustment for disability		Major delays to all initiatives caused by the advent of the Covid19 Pandemic. All students requiring Individual Learning Plans and Personal Learning Plans have them completed in a timely fashion and these are regularly updated. SLSO services were expanded to ensure all student that require support, receive it at a rate above that required by specific funding. Speech pathology is provided on site and other external agencies are accessed as and when required.
Quality Teaching, Successful Students (QTSS)		Major delays to all initiative caused by the advent of the Covid19 Pandemic. All staff continue to maintain accreditation at 'Proficiency' level. One staff member selected in 'Aspiring Principals' program; one staff member selected in the 'Mastery of Teaching' program; Principal awarded scholarship to complete Master of Education - Instructional Leadership postgraduate degree (completed in January 2021).
Socio-economic background		Major delays with all initiatives caused by the advent of the Covid19 Pandemic. Expanded curriculum offerings particularly 5-12 continue to be a feature of school operations. Significant improvements were also achieved across the year with Stage 6 attendance despite the 'Learning from Home' period.
Support for beginning teachers		Despite delays caused by the advent of the Covid19 Pandemic, all identified teachers required to complete Teacher Accreditation successfully did so within the required timeframes.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	152	148	167	169
Girls	158	162	176	172

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.5	92.3	94.5	94.3
1	90.4	91.6	91.2	93
2	92.4	92.9	92.1	89.7
3	93.7	89	93.5	91.2
4	95.6	92.7	91.8	92.7
5	93.2	92	92.1	91
6	93.7	93.2	91.3	93.1
7	87.1	88.8	91.1	87.5
8	89.8	84.5	87.6	87.9
9	93	86.1	83.4	86.6
10	92.6	85.1	86.3	82
11	83.8	81.8	80.2	86.3
12	82.6	81.2	80.4	84.6
All Years	91.5	88.3	88.6	89
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
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	92.3	91.5	91	91.1

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	N/A
Employment	40	5	65
TAFE entry	5	N/A	6
University Entry	N/A	N/A	29
Other	N/A	N/A	N/A
Unknown	N/A	N/A	N/A

Year 12 students undertaking vocational or trade training

5.13% of Year 12 students at Uralla Central School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

78.6% of all Year 12 students at Uralla Central School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	4
Classroom Teacher(s)	18.31
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Administration and Support Staff	7.79
Other Positions	0.6

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	486,843
Revenue	5,481,053
Appropriation	5,408,638
Sale of Goods and Services	21,904
Grants and contributions	38,999
Investment income	1,004
Other revenue	10,507
Expenses	-5,647,440
Employee related	-4,603,149
Operating expenses	-1,044,291
Surplus / deficit for the year	-166,387
Closing Balance	320,456

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	57,825
Equity Total	698,603
Equity - Aboriginal	147,337
Equity - Socio-economic	374,718
Equity - Language	1,642
Equity - Disability	174,907
Base Total	4,111,290
Base - Per Capita	82,445
Base - Location	21,168
Base - Other	4,007,677
Other Total	384,126
Grand Total	5,251,845

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

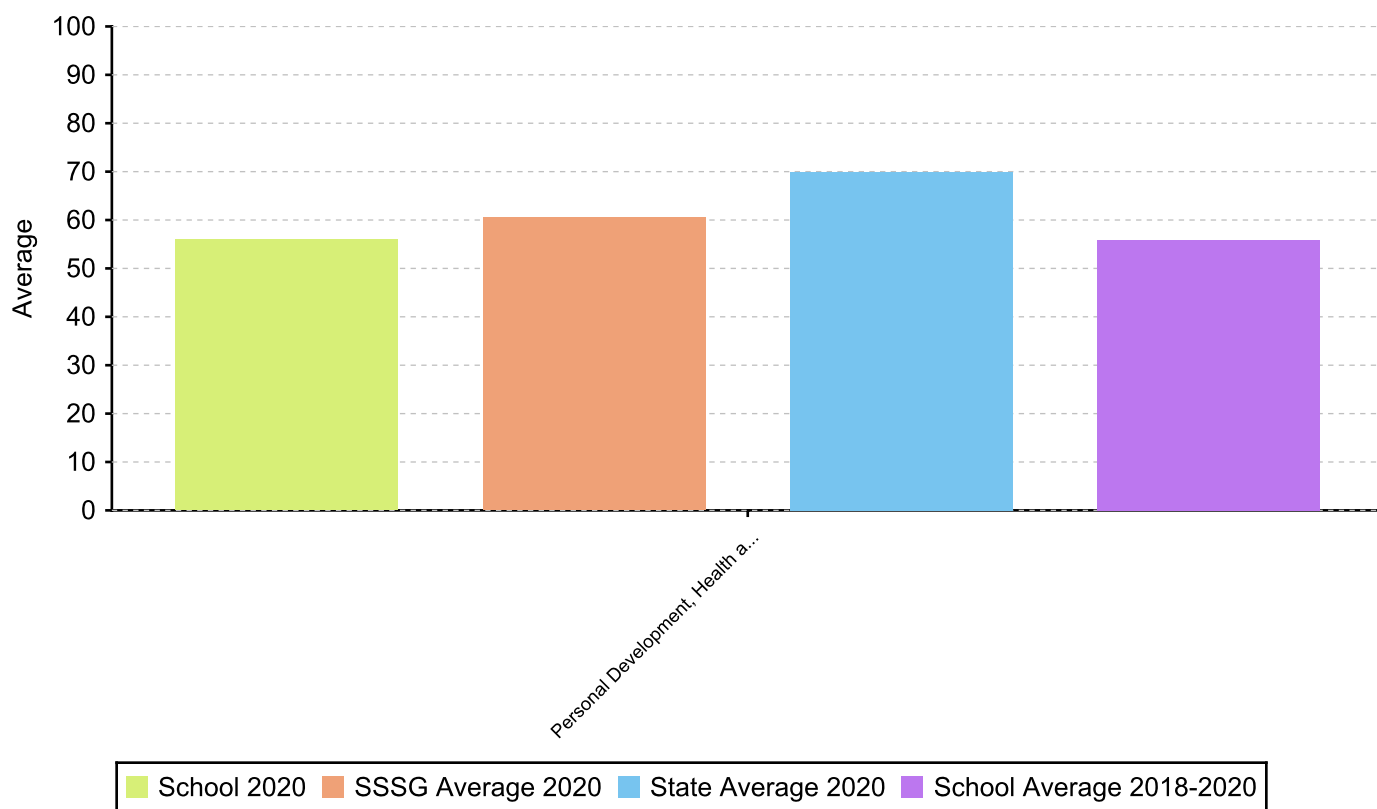
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.

School performance - HSC

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

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



Subject	School 2020	SSSG	State	School Average 2018-2020
Personal Development, Health and Physical Education	56.0	60.5	69.9	55.9

Parent/caregiver, student, teacher satisfaction

In 2020 survey data established the following data;

- 84% of students report that they have high expectations of success at school and that they believe their teachers expect them to succeed
- 64% of male students (9-12) believe that they are supported by the school in their learning
- 78% of female students believe that strong systems are in place to support the wellbeing of students
- 98% of Year 6 students now transition into Year 7 at the school
- 98% of parents viewed the schools handling of the Learning From Home experience positively and saw the school as a major source of reliable information around Covid19 restrictions.
- 96% of staff state that they enjoy working at Uralla Central School and believe that they have a positive impact on the lives of students

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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