

2021 Annual Report

Ulladulla Public School



3302

Introduction

The Annual Report for 2021 is provided to the community of Ulladulla 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 Strategic Improvement 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

Ulladulla Public School is a student centered, progress driven school providing a supportive environment where excellence is achievable. We are a school where high expectations are the norm and decisions are made on the best available, validated research. Curriculum differentiation and quality teaching practice are readily observable and expected. We are a school where a sense of respect and courtesy is extended to students, staff and the broader community. We continually seek to renew, reflect and evaluate our practice with the intention of improving student learning. We foster collaboration and a rich culture of meaningful feedback. Our staff and student body adopt a growth mindset facilitated by learning challenges that create opportunity to practice thinking dispositions and engage in the attributes we value.

We aim to create the conditions for each and every child to expand and grow with a focus on respect; Literacy; Numeracy; resilience; responsibility; self-regulation and independence; thinking - critical and creative.

Our staff believe that high expectations and meaningful feedback combined with explicit teaching, differentiation and providing opportunities for challenge create conditions for our students to flourish. By embracing professional learning combined with the belief that all students can learn ensures a quality education and a commitment to learning.

We value developing authentic relationships with our students, parent and colleagues.

School context

Ulladulla Public School is located on the South Coast. Ulladulla Public School has 744 students with 11% Aboriginal Background. Ulladulla Public School is a student centered, progress driven school providing a supportive environment where excellence is achievable. We have 5 Support Unit classes consisting of 1 Emotionally Disturbed (ED), 1 Intellectually Mild (IM) and 3 Multi-Category (MC) classes. and 27 mainstream classes.

We have a balance of early, mid and late career teachers who combine to ensure quality systems and structures are developed and maintained. We value input from our community and we are constantly seeking to improve each year. Our community are supportive of our school initiatives and activities wanting to be a part of the education of their children.

Ulladulla Public School has participated in self evaluations against the School Excellence Framework to garner areas of achievement, improvement and focus. Staff identified two key elements of the School Excellence Framework of 'Curriculum' and 'Effective Classroom Practice' to be focus areas of professional development and focus.

Curriculum - in school that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

Effective Classroom Practice - In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence based teaching strategies.

Ulladulla Public School staff continue to be reflective of feedback from our broader community as we endeavor to strengthen our parent partnerships.

Our School Improvement Plan is directly linked to raising student achievement in Literacy and Numeracy with a particular focus on Reading and Whole Number through effective teaching practice and quality systems and structures. We know that effective teaching makes the biggest difference to our students and professional development will be aligned to our school goals. We know that we need quality systems and structures to monitor growth and progress as well as informing and giving access to our parent body of their child's growth at points in time throughout the year.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to enhance student learning outcomes and continued growth, an integrated approach to quality teaching, curriculum planning, delivery, and assessment ensures learning excellence and responsiveness in meeting the needs of all students in reading and numeracy.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy
- Numeracy

Resources allocated to this strategic direction

Professional learning: \$50,736.00

Socio-economic background: \$172,344.00

Low level adjustment for disability: \$73,663.00

Literacy and numeracy intervention: \$70,634.00

Literacy and numeracy: \$29,130.00

Summary of progress

Literacy

Our focus for 2021 in literacy was on embedding a consistent approach to using explicit teaching practices from Kindergarten to Year 4 that supports student growth and attainment. Focusing on High Impact Professional Learning ground in evidence based Synthetic Phonics methodology our teaching staff were trained and mentored through the process of embedding student growth tracking, consistent assessment and pedagogical approach across the school.

All teachers and support staff, including SLSOs, from Kindergarten to Year 4 have received five days of Synthetic Phonics training and ongoing training and support consistently throughout the year including demonstration lessons, observation of practice, walk throughs to provide support where it is needed to ensure quality implementation. Stage, Year, group and individual coaching and mentoring sessions to enable capacity development of staff and to monitor effective implementation of the program. Students were supported through the opportunity to access additional support through interventions and targeted learning.

Next year in this initiative we will continue to work with staff to ensure all new and current staff are fully trained and supported to implement and embed Synthetic Phonics across the whole school, including Year 5. This will support further improvement in teaching practice across the school.

Numeracy

Our school focus for Numeracy in 2021 was to embed evidence based, explicit teaching practices to support student's growth and attainment in numeracy in Years 5 and 6. This involved:

Undertaking evidence based professional development for all staff in Years 5 and 6.

Implementing evidence-based methodology in Years 5 and 6 to meet the needs of all students in numeracy.

Establish an Instructional Leader Numeracy to work with teachers and students to ensure delivery of consistent, effective, and explicit teaching practices that maximise student growth and attainment.

Embed student growth tracking and consistent assessment across the whole school.

Teachers used student data from pre assessments and ongoing grade check-in assessments to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect individual student's needs.

As a result, student learning outcomes have been tracked through the collection and analysis of assessment data and have shown significant improvement in numeracy.

Next year in this initiative we will work with Kindergarten staff to establish the same numeracy evidenced-based practices

to support and enhance student's learning in numeracy. This support will be underpinned by regular professional learning and classroom demonstration. Our Year 5-6 teachers will continue to refine their practices in numeracy, and this will be further supported by consistent reflection and evaluation of teaching practices through classroom observations and debriefing sessions.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An uplift of 3.7% from baseline of Year 3 and Year 5 students achieve in the top two bands in NAPLAN reading.	Ulladulla Public School achieved an uplift of 9.65% of students achieving in the top two bands in NAPLAN Reading. This is 5.95% greater than target.
An uplift of 6.43% from baseline of Year 3 and Year 5 students achieving in the top two bands in NPALAN numeracy.	Ulladulla Public School achieved an uplift of 10.76% of students achieving in the top two bands in NAPLAN Numeracy. This is 4.33% greater than target.

Strategic Direction 2: Effective Teaching Practice

Purpose

In order to improve reading and numeracy outcomes for all students we are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Feedback
- Data Driven Practices

Resources allocated to this strategic direction

Socio-economic background: \$8,362.25

Professional learning: \$7,476.00

QTSS release: \$147,771.00

Summary of progress

Literacy & Numeracy

In 2021 we focused on two key areas including embedding a culture of effective feedback and ensuring effective strategies and processes for data analysis.

Feedback

In 2021 we have worked towards developing explicit structures for collaboration, observation and feedback to sustain quality teaching practice, planned for and implemented ongoing professional development delivered on effective feedback practices and developed our student's capacity to articulate their own learning through Data Walls, Learning Intentions and Success Criteria.

All teachers from Kindergarten to Year 6 have received the support of Instructional Leaders in literacy and numeracy. The instructional leaders have observed and demonstrated lessons giving feedback on Synthetic Phonics and numeracy lessons. Strategies for implementing and utilising effective feedback was also incorporated into literacy and numeracy professional development and Instructional Leaders attended meetings regularly to support teaching staff.

Data

In 2021 we have worked towards developing effective strategies and processes to utilise our data practices to better inform teaching and learning at Ulladulla Public School.

All teachers have attended professional learning run by the Synthetic Phonics Instructional Leader to better understand how to triangulate and analyse all forms of data to plan teaching and learning programs. Teachers are using data walls in classrooms to track student growth and achievement and students have a deep understanding of where they are now and what they need to do next to succeed in their learning.

Next year in this initiative we will continue to implement and evaluate feedback and data usage skills and establish whole school feedback protocols and systems linked to growth mindset and the Learning Pit and embed data informed formative assessment practices as an integral part of instruction in every classroom.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

An uplift of 2.83% of students achieving expected growth from the school's baseline data in NAPLAN reading.	Ulladulla Public School achieved an uplift of 8.02% in expected growth in NAPLAN Reading.
An uplift of 4.01% of students achieving expected growth from the school's baseline data in NAPLAN numeracy.	Ulladulla Public School achieved an uplift of 10.97% in expected growth in NAPLAN Numeracy.

Strategic Direction 3: Quality Systems and Structures

Purpose

Ulladulla Public School supports a professional learning culture where the effectiveness of all school members enhances communication, and engagement with our school community. Embedding administrative systems, structures and processes ensures ongoing school improvement in wellbeing and attendance.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality System and Structures to enhance positive school culture
- Wellbeing and Attendance

Resources allocated to this strategic direction

Socio-economic background: \$111,668.00

School support allocation (principal support): \$38,003.00

Location: \$17,447.34

Aboriginal background: \$88,043.00

Summary of progress

Quality Systems and Structures

In 2021 our school focussed on establishing quality systems and structures, specifically focussing on devising an effective and consistent communication practices throughout the school community.

This involved:

Selecting and implementing a platform (School eNews App) that the school uses for whole school messages to communicate with parents and cares.

Extensive consultation regarding communication practices with our parent body, teaching staff and other schools.

Ulladulla Public School's 'School Community Connections' team undertaking deep analysis of specific communication platforms (Seesaw and Class Dojo), creating recommendations and selecting a platform that would be best suited to our school context.

Undertaking professional learning in how to effectively use Class Dojo as a communication tool.

Creating a new school communications procedure for parents and staff that supports the implementation of Class Dojo at Ulladulla Public in 2022.

As a result of these practices, Ulladulla Public has created explicit and effective structures to support whole school communication practices in 2022.

Next year, our school will implement Class Dojo as a communication device to enhance the connection between parents and teachers. The use of this platform will build on the opportunities that engage parents/carers in both the progress of their children's learning and the educational priorities of the school as well as providing much greater consistency to communication practices throughout the school.

Wellbeing and Attendance

The establishment of a Wellbeing Officer resulted in a focused approach to three main areas; whole school wellbeing systems and processes, attendance, and positive student wellbeing. Reviewing attendance procedures and improving community attitudes towards attendance became a focus. Completion of the Self-Assessment Tool indicated areas within attendance processes and systems that could be improved. Data analysis on a weekly basis identified students with attendance below 85% and this became the initial target group for intervention. As a result of increased communication with parents, attendance improvement meetings with parents and relevant stakeholders, referrals to services and timely HSLO referrals, this decreased. Our approach then broadened to improve our attendance

procedures in order to target those students sitting between 85%-95% attendance. An Attendance Procedures Flowchart was developed with clear guidelines on staff actions for non-attendance. Correct roll marking guidelines was also communicated to staff. This was delivered clearly to staff at SDD Term 1, 2021. Improving communication between teachers and parents as well as teachers and Wellbeing Officer was considered vital for improved attendance outcomes. Regular communication to parents via the weekly newsletter included information about the importance of attendance. Letters to parents regarding attendance were framed in a positive manner to inform parents of potential impacts of non-attendance. Weekly monitoring of student attendance and improved teacher follow up on attendance improved.

Continuing to improve attendance rates will be a major focus . A data wall focusing on students sitting between 80%-90% has been established to track student progress. This will be ongoing in 2022 to assist in identifying individual students, patterns of absences and cohorts of concern.. A class target trial is currently underway whereby individual classes are given attendance targets to achieve with a rewards system in place. This initiative will be analysed for its impact and will be rolled out across the school in 2022 if it is successful in improving both student and parent value of attendance.

A Wellbeing Portfolio Team was established to improve a planned approach to wellbeing across the school in order for UPS to move towards Sustaining and Growing in the SEF. One of the objectives was assessing and reflecting on whole school wellbeing. Staff and Student surveys were completed and Tell Them From Me data was analysed. The team considered the PBL model and the Berry Street Education Model as well the DET Behaviour Strategy to consider what would be successful in the context of UPS. This work will continue next year as we consider whole school behaviour and reward structures . Whole school wellbeing initiatives including playground intervention programs, breakfast and lunch club, bike track, bike repair mentor programs were established to support student behaviour and wellbeing. Feedback from staff identified need for SLSO support intervention programs. These programs will continue to be expanded upon and implemented next year with some SLSO support. Upgrading toilets as a result of TTFM, whereby 58% of students strongly disagreed or disagreed that toilet facilities were clean and well looked after, will be a consideration for future directions next year.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in SEF SaS a planned approach to wellbeing from Delivering moving towards Sustaining and Growing.	<p>Establishment of Wellbeing Portfolio Team to establish planned approach to wellbeing across whole school.</p> <p>Implementation of intervention wellbeing programs has seen a significant decrease in student behaviour reflections; 426 reflections in 2020 compared with 268 reflections in 2021</p> <p>Targeted intervention program in infants playground in 2021 has resulted in Still Delivering and moving towards Sustaining and Growing.</p>
<p>An uplift of 2% in students experiencing positive wellbeing from the baseline data in the Tell Them From Me survey</p> <p>An uplift of 2.5% in students sense of belonging as identified in Tell Them From Me survey.</p>	<p>2020 TTFM data indicates 71% of students have a sense of belonging</p> <p>Wellbeing Team investigated drivers for sense of belonging and will continue to review school practices to improve sense of belonging. TTFM survey not completed in 2021 due to COVID interruptions.</p>
An uplift of 2.0% in student attendance attending 90% of the time or more from the baseline data trending towards the lower bound.	<p>In 2020 there were 107 students who had an attendance percentage level below 85%.this decreased to only 77 students having an attendance percentage level below 85% in 2021.</p> <p>In 2020 the number of students attending =>90% of the time was 70%. In 2021 there was significant uplift with 77.2% of students attending =>90% of the time.</p> <p>In 2021 we have seen a continued pattern of decrease of ATSI students attending less than 85% of the time and a decrease in the number of ATSI students attending 85%-90% of the time compared to 2020. In 2021 - Only 36% of ATSI students were showing a decline in attendance compared with the previous year of 51%.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$169,806.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ulladulla Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: All students receiving IFS being supported to meet their social, behavioural and academic needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue supporting students with IFS funding.</p>
<p>Socio-economic background</p> <p>\$326,009.25</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ulladulla Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Attendance • Literacy • Effective Feedback • Quality System and Structures to enhance positive school culture • Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support Literacy, Numeracy and Wellbeing Programs • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Successful implementation of the Literacy and Numeracy initiatives outlined in our SIP. Resources being used effectively to support programs. Use of additional staff to support the demonstration, observation and professional support for Synthetic Phonics and Numeracy. Every classroom having the resources needed to engage students in quality literacy and numeracy programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will be used to support the employment of additional staff and the purchasing of resources to ensure that all students have the access to quality instruction and support.</p>
<p>Aboriginal background</p> <p>\$88,043.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ulladulla Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader</p>

<p>Aboriginal background</p> <p>\$88,043.00</p>	<p>student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: The First Nations team producing a bush tucker garden; building cultural competence through facilitation of community events a film screenings; evolving the PLP process; students being identified and supported by an SLSO based on need; families needs being supported by our AEO; plans for implementation of Dhurga language initiative.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to build cultural competence of staff and community; continue to provide academic, social and cultural support; continue employment of AEO and SLSO to support programs; deliver rich cultural opportunities that build and foster connection.</p>
<p>English language proficiency</p> <p>\$2,672.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ulladulla Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: Students receiving individual tuition and improving in language skills in Language.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide support as needed.</p>
<p>Low level adjustment for disability</p> <p>\$219,416.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Ulladulla Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention of Synthetic Phonics to increase learning outcomes

<p>Low level adjustment for disability</p> <p>\$219,416.40</p>	<p>The allocation of this funding has resulted in: Increased student achievement in Literacy goals. Tracked progress of students achievement levels on data walls and spreadsheets. Teachers support by trained SLSO's who take a focused group of students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the employment of additional SLSO's to provide support and intervention in Literacy.</p>
<p>Location</p> <p>\$17,447.34</p>	<p>The location funding allocation is provided to Ulladulla Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality System and Structures to enhance positive school culture <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing to implement wellbeing officerto support identified students with additional needs <p>The allocation of this funding has resulted in: Contribution to the successful implementation of an Assistant Principal to support Wellbeing across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to allocate funding towards wellbeing initiatives and student assistance.</p>
<p>Professional learning</p> <p>\$58,212.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Ulladulla Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Effective Feedback • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional Development for all new staff and stage 2 staff in Synthetic Phonics • Engagement of Elevated Learning Mathematics consultant to provide professional learning to Stage 3 staff members • Continued Professional Development in Literacy and Numeracy opportunities <p>The allocation of this funding has resulted in: All staff K -4 completed 5 day Synthetic Phonics training</p> <p>After evaluation, the next steps to support our students with this funding will be: To roll all of the training out to all staff K - 6 and to look at contextual improvements we can make in aspects of the rotational activities.</p>
<p>Literacy and numeracy</p> <p>\$29,130.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ulladulla Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Literacy and numeracy</p> <p>\$29,130.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support Synthetic Phonics Literacy program implementation. • employment of additional staff to support Numeracy program implementation. <p>The allocation of this funding has resulted in: Continued support and resources for program implementation in Literacy and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use the funds to support the Literacy & Numeracy eg. human resources and physical resources to ensure effective implementation.</p>
<p>QTSS release</p> <p>\$147,771.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ulladulla Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Assistant Principals given the opportunity to build capacity of self and others through individualized support structures. Assistant Principals have been given additional time to enhance the systems and structures that exist in the school to increase efficiency and to develop pedagogy of all staff through demonstration and feedback.</p> <p>After evaluation, the next steps to support our students with this funding will be: The funding will be used to provide Assistant Principals with some time in 2022 but to also employ further human resources to support the implementation of our Numeracy and Literacy programs.</p>
<p>Literacy and numeracy intervention</p> <p>\$70,634.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ulladulla Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy

<p>Literacy and numeracy intervention</p> <p>\$70,634.00</p>	<ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: Students needing intervention receiving intervention in Literacy and Numeracy. All students progressing and benefiting from the additional support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Use funding to contribute towards the employment of Literacy and Numeracy Instructional Leaders, Additional LAST time and SLSO support for students.</p>
<p>COVID ILSP</p> <p>\$343,182.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to implement Literacy & Numeracy programs to support identified students with additional needs <p>The allocation of this funding has resulted in: A significant number of students receiving small group support to improve their Literacy and Numeracy achievement.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support Literacy as per this year with COVID funds for 2022. Align Numeracy practices to the Numeracy program in Stage 3 and continue to track using the progressions.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	391	390	373	379
Girls	353	349	360	366

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94	92.5	95.2	93.4
1	94.7	93	93.3	92.2
2	93.8	91.9	93.5	92.2
3	93.6	92.5	92.5	92.1
4	93.3	92.1	93.4	91.2
5	94.1	91.3	93.2	90.5
6	94.2	91.6	93.3	91.2
All Years	94	92.1	93.5	91.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	31.24
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.2
School Administration and Support Staff	9.47

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	282,804
Revenue	7,897,989
Appropriation	7,790,879
Sale of Goods and Services	4,082
Grants and contributions	101,724
Investment income	404
Other revenue	900
Expenses	-7,934,214
Employee related	-7,385,033
Operating expenses	-549,181
Surplus / deficit for the year	-36,225
Closing Balance	246,579

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.

	2021 SBAR Adjustments (\$)
Targeted Total	164,416
Equity Total	636,143
Equity - Aboriginal	88,043
Equity - Socio-economic	326,010
Equity - Language	2,673
Equity - Disability	219,416
Base Total	6,004,526
Base - Per Capita	189,389
Base - Location	17,447
Base - Other	5,797,690
Other Total	414,359
Grand Total	7,219,444

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.

Parent/caregiver, student, teacher satisfaction

Our students Year 4 to 6 took part in the Tell Them From Me survey. There were some key improvements in the TTFM and there are areas for further consideration. Areas of focuss at UPS will include:

- * developing a deeper sense of belonging and connection to the school
- * increasing positive wellbeing and experiences for our students through a proactive approach.

Our staff took part in many surveys through out the year including the People Matter Survey. In this survey it showed the increasing work load that our teaching staff are under and their increasing work hours. There is a need for a considered approach to staff wellbeing.

Parents were invited to be part of the parent consultation group in 2021 where regular meetings were proposed. COVID stopped semester 2 meetings from going a head. The meetings the were had were valuable sources of feedback that helped shape the community connections survey to parents where wee got above average participation from our community. It was clear that stronger communication across the school would be needed to build increased connections between the classroom and home.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.