

2021 Annual Report

Ulong Public School



3304

Introduction

The Annual Report for 2021 is provided to the community of Ulong 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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Message from the principal

2021 academic year was unlike any other with lot of disruptions due to the pandemic and natural calamities. Teachers had to adapt to unexpected conditions, teaching in unprecedented ways, using synchronous and asynchronous instruction, while also being challenged to establish connections with students, families, and colleagues. Despite these disruptions 2021 has been another very positive and productive year. The collaborative development of our School Vision, that involved staff, students and the community has contributed to a school where everyone is heading towards the same goals and vision. We are supporting all students to achieve their personal best in a positive, caring and collaborative learning environment. Students and staff are challenging themselves to improve every day, resulting in a community of highly engaged, life-long learners, who are inspired and challenged to achieve to their maximum potential.

A small, rural school, Ulong Public School boasts amazing support and generosity from our parent and wider community to provide teaching and learning opportunities for our students that are current, engaging and help to shape their futures.

I would like to thank our team of dedicated and passionate staff. Highly successful schools are cultivated from teamwork and we have a small team of teaching, administration and support staff that are committed to supporting the needs of all students to ensure that they have every opportunity to learn and succeed.

Ulong Public School is an outstanding school that it is because of its history since 1910 and it will continue to go from strength to strength as we work together as a learning community to design the future.

2021 Annual Report is the result of ongoing assessment and evaluation completed throughout 2021. This report has been developed in consultation with staff, students, families and community representatives ensuring that the information is an accurate account of the school's achievements throughout the year.

Our school continues to lead the way in Public Education. Literacy and numeracy continues to be a focus with staff collaboration led by an Instructional Leader. The school also welcomed an occupational therapist and speech pathologist to support students with their personal needs.

Student wellbeing has been at the forefront of our attention this year with the introduction of PBL (Positive Behaviour for Learning) bringing together the whole-school community to contribute to developing a positive, safe and supportive learning culture.

Students have had an enormous array of activities to engage in. Some of these have included: Sporting clinics, intensive swimming, PBL lessons, NAIDOC week, multicultural day, ocean safety day and cooking lessons. Should you seek further clarification or information, I encourage you to contact the school to arrange an appointment with me. School information can also be accessed via the Ulong Public School Website at <http://ulong-p.school.nsw.edu.au/>.

Message from the school community

As a member of the Ulong community, president of the Ulong P&C and a parent of two children that attend Ulong Public School, I observe the teachers going above and beyond for all student's wellbeing and learning needs. Personalised learning plans are in place, in consultation with parents with the students learning and success being their utmost priority.

Teaching and learning programs are in place supporting high expectations within the curriculum, ensuring all students are challenged and all adjustments are made, leading to improved learning. These are supported with check-in assessments and using plan2 data with excel, providing a more systematic approach.

The teachers actively listen to students' feedback and differentiate their teaching to meet the students' needs to assist them with their learning and assessments.

Student reports are detailed, personalised and comprehensive, showing the next steps to improve the child's needs.

The teachers being willing and approachable with the parents and the community contributes to how well everyone works together, there is a beautiful dynamic within the school and community as we almost come together as one big family. There is great communication between the Lowanna Mountain Preschool and Ulong Public School making the transition smooth and welcoming for not only new students but families. There have been multiple occasions the school has worked together with the community to hold events. I am very proud to be involved with and have my children attend such a beautiful, colourful and welcoming school.

Message from the students

I am a year 6 student. I love my little school. My school is very colourful and has a big playground with lush, green grass. Our library & classrooms are very beautiful and airy. I love my school because it is one of the best schools that I have studied. I am proud of my school because we all study here like a family and every student is provided with their own personal iPad or laptop. Every classroom has a smartboard.

I like all the teachers in my school as they treat every student fairly & equally. They are kind and cooperative. My classmates are also very kind hearted. We all help each other and play together regardless of the age. Our school is like a big family that includes parents, students, staff and community members. I feel proud to be a part of this amazing school.



We May All Be Different Fish,
But At This School We Swim Together.

School vision

At Ulong Public School, teachers & leaders inspire and enthuse students to learn through providing high quality, stimulating learning opportunities which interest, motivate and challenge the students to reach their full potential. We provide a safe, secure and welcoming environment where all students are listened to, respected and valued as individuals.

As part of a small community, we place enormous value on developing a strong home school partnership to encourage parents to value the learning and personal growth of their children and to support the school by promoting the school's wellbeing (Positive Behaviour for Learning) expectations of respect, responsibility and personal best.

We ensure a student centred, safe learning environment that nurtures, guides challenges and inspires all students through an individualised learning journey, with a strong focus on improved attendance and uplifting the core literacy and numeracy skills that facilitate success by embedding effective reading and numeracy strategies to improve student achievement.

School context

Ulong Public School is situated in the village of Ulong, 40 kilometres west of Coffs Harbour on the Mid North Coast of New South Wales. It has a transient population and is an isolated rural, village. The school has a FOEI of 142. The school receives additional funding of \$34,763 due to the school's location. This funding is used to reduce the impact of isolation by using video conferencing and interactive facilities in the classrooms. Virtual tours, as well as subsidising excursions and travel costs ensure full participation in excursions that would otherwise not be possible for all students.

The school is classified as a TP2 primary school with total enrolment of 18 students, 3 of whom identify as Aboriginal. There are a number of staff including a teaching principal; a second classroom teacher 5 days a week; a temporary part-time teacher 3 days a week to cover the release from face to face program, learning support and library; school learning support officer for 5 days to implement Multi and Mini Lit Programs and support students with identified needs; a general assistant for 1 day a week and a school administrative manager for 3 days a week. All staff are highly skilled and passionate about their work.

The school has been involved in the Early Action for Success K-2 literacy and numeracy strategy since 2015. An Assistant Principal Curriculum & instruction has been appointed 2 days a week. This has led to improved curriculum implementation and quality teaching where stringent data analysis provides teachers with direction for future teaching. Professional learning is an active element.

The school is an active partner in the Orara Valley Learning Community of schools. Students participate regularly in community events and competitions and Orara Valley Learning Community activities. They interact with other valley students to experience extension activities in academic areas such as gifted and talented programs, enrichment days, debating and sporting events and carnivals.

The school has an active P&C and a collaborative relationship with the parent community and local primary and high schools.

From our situational analysis findings, the high level areas for improvement are: reading fluency, vocabulary and comprehension, student's achievement in numeracy, student wellbeing and sense of belonging. Student attendance in K-2 is strong, however, 3-6 attendance requires improvement.

The school consulted with students, staff, parents/carers, local AECG and the broader community through surveys, staff and P&C Meetings to seek input and develop the plan.



It takes a village to raise a child.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

Our self-assessment and the external validation process will assist the school to refine our 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	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

The external validation panel agreed that we were sustaining and growing in all elements except student performance and that is more to do with the size of the school. In our next school plan we will extend our skills across key learning areas and work towards achieving Excellence in all the Element . We will have evidence of comprehensive feedback, learning intentions and success criteria in every Key Learning Area.

Strategic Direction 1: Student growth and attainment

Purpose

To further develop and refine data driven, explicit teaching practices that are responsive to the learning needs of individual students.

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

Location: \$5,500.00

Professional learning: \$1,000.00

Socio-economic background: \$500.00

Early Action for Success (EAFS): \$500.00

Summary of progress

We have monitored student growth on the progressions and used these to determine where to next for student learning to differentiate individual student's needs. Teaching and support staff have completing relevant high impact professional learning to ensure and develop we have differentiated and quality teaching and learning programs. what we are doing is in line with current research.

Due to small cohort no students sat NAPLAN in 2021 and we had one student eligible, who participated in the Check-In Assessment.

Looking into the future we will improve our practice in using progressions to set learning goals for students and we will develop and embed internal data informed assessments. Teaching staff will regularly participate in structured lesson observations focusing on how different teaching approaches impact on student learning. In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

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
All students will participate in check-in-assessment.	All eligible students participated in check-in assessments and year 1 mandatory Phonics. We will continue to use assessment to track student achievement and triangulate with external assessments where applicable.
Students will show growth in internal school assessments.	75% of students achieved expected growth in accordance to Early Action for Success documented reading levels. Differentiated programs and support were implemented to cater for individual student needs. We will continue to ensure current researched best practices are in evident in all classrooms.
K-2 reading goals: • 70% of K-2 students achieved expected reading levels by the end of the year. (Kindergarten levels 8-12.	71% of students have achieved expected reading levels. Reading assessment includes running records, teacher observations monitoring against the progressions and other informal assessments.

Year 1 levels 16-18. Year 2 levels 22-24).

We will use the assessments provided on the Literacy and Numeracy's Universal Resource Hub and the Check-in Assessments to triangulate data with school based internal assessments.



I hear and I forget, I see and I remember, I do and I understand.

Strategic Direction 2: Student Engagement and Connecting with Community.

Purpose

To develop authentic communication and consultative decision making to drive innovative programs that promote improvement and community engagement.

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.

- Personalised learning
- School community partnerships & high expectations

Resources allocated to this strategic direction

Professional learning: \$750.00

Socio-economic background: \$3,400.00

Location: \$1,000.00

: \$0.00

School support allocation (principal support): \$4,500.00

Aboriginal background: \$500.00

Literacy and numeracy: \$500.00

Summary of progress

100% of students had a parent/s attend conference meetings to discuss learning goals, additional needs & attendance. These were included in Personalised Learning Plans and Individual Learning Plans. This was made possible because of the strong relationships staff have established with the families and that the conferences were looking forward and had high expectations of their child's education.

We found it difficult at a formal meeting to negotiate student initiated learning goals with the younger students, because the process was too abstract. It was decided that setting learning goals with the younger students had more impact when giving relevant, explicit, constructive and actionable feedback with students in the classroom as an ongoing process.

In 2022 we will use the progressions to establish and implement 'I can statements' for every student. These statements can be used to discuss student negotiated goals with their parents at conference meetings.

We will utilise current research to develop, implement and evaluate a model of collaborative practice and innovation that enables staff, students and community to effectively use the future focused learning environments to develop critical thinkers and confident and creative learners.

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
• Systems for staff to conference with students and parents once a year to discuss learning goals and develop IEP's.	100% of families participated twice a year in school surveys and 96% of the surveys stated that teachers had high expectations of student learning and were satisfied with their child's education. Parents agreed the school had outstanding communication, which is achieved through various platforms, such as Facebook, newsletter, and Skool Loop app. A Community Liaison officer was introduced to assist in building relationships with parents. 100% of staff have actively collaborated with all parents to develop IEP's.
75% of students are achieving their SMART learning goals aligned to the literacy and numeracy progressions.	100% students in the school has personalised learning goals that are directly aligned to the literacy and numeracy progressions. 100% of staff have actively collaborated with Orara Valley learning

75% of students are achieving their SMART learning goals aligned to the literacy and numeracy progressions.

Community and other schools to reflect and improve upon teaching practice.

- Review of student progress against the learning progressions indicates 80% of students have achieved or exceeded learning goals.



Strategic Direction 3: Wellbeing

Purpose

To foster positive and supportive relationships between students, teachers and community members that promote the wellbeing of every student, so that they can connect, succeed, thrive and learn.

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.

- Positive behaviours for learning
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$1,060.45

Location: \$5,000.00

Professional learning: \$1,300.00

Low level adjustment for disability: \$500.00

Summary of progress

The school staff undertook the wellbeing Framework Self-Assessment tool. Discussed the new student Behaviour Strategy to modify PBL at the school. The school since then has been able to explicitly & systematically teach social emotional lessons (SEL) to decrease emotional distress and behaviour problems. SEL helped students manage emotions, set goals, get along with other students and make responsible decisions. PBL Framework increased engagement and attendance by 70%. PBL has helped the school to be a safe, positive, consistent & predictable environment where every student was encouraged and recognised for their actions. To further improve student wellbeing the staff is undertaking Berry Street Education Model (BSEM) to learn ore about strategies for teaching & learning that will support & enable teachers to increase engagement of students with complex unmet learning needs and to successfully improve all student's self regulation, relationships, wellbeing growth and academic achievement. further support students with trauma.

We found it difficult to implement BSEM strategies as the PL was postponed to later dates and didn't get enough time to implement the strategies due to lockdown.

In 2022 we will implement he BSEM strategies to improve engagement of students with complex needs and who have experienced trauma in their life.

Increase the number of students attending greater than 90% of the time by 80%. Ensure all student are known, valued and cared for, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement. Students will build resilience, succeed, thrive and learn within an inclusive and connected learning community.

School surveys will indicate 100% students and parents have high expectations and a positive sense of wellbeing.

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
• Increase the proportion of students attending school more than 90% of the time by 2.5% or more.	The number of students attending greater than 90% of the time or more has increased by 70% and that has resulted in improved learning outcomes. • 80% of students reporting positive wellbeing outcomes has increased across the positive wellbeing measures. There has been 0 suspensions.
Implement systems to promote positive attendance and individual attendance plans for students with poor attendance patterns.	Every student in the school has PLP's & ILP's with an attendance goal. Positive Behaviour for Learning and Berry street Education Modal have provide strategies to engage students in their learning and promote positive attendance at the school. As stated earlier 50% of the students are

Implement systems to promote positive attendance and individual attendance plans for students with poor attendance patterns.

attending greater than 90% and 50% of the students are attending greater than 70%. Students are regularly acknowledged for their improved attendance and are rewarded with prize packs. Families are also encouraged and acknowledged for their support in improving student attendance.



Unless you are at a picnic, Life is no picnic.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$17,904.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ulong 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 implement [program/initiative] to support identified students with additional needs • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • updating reading resources to meet the needs of students • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in:</p> <p>All teachers 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 being regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Ensure that students are provided with personalised and differentiated learning opportunities that are responsive to their needs and reflective of the learning goals they are working towards. •Implement programs and practices that continue to promote engagement and challenge in order for students to achieve their educational potential.</p>
<p>Literacy and numeracy</p> <p>\$500.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ulong Public School from Kindergarten to Year 6.</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"> • School community partnerships & high expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • releasing staff to participate in professional learning • development of resources and planning of small group tuition • engagement of Instructional Leader to support student growth and attainment outcomes <p>The allocation of this funding has resulted in:</p> <p>Teaching and learning programs across the school show evidence that they are adjusted to ensure that all students are challenged. (SEF - Curriculum - Differentiation)</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Literacy and numeracy</p> <p>\$500.00</p>	<p>Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification. Analysis of external and internal data to determine the extent to which the purpose has been achieved.</p>
<p>Professional learning</p> <p>\$3,050.00</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 Ulong 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 • Personalised learning • School community partnerships & high expectations • Positive behaviours for learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engage with external providers to support student engagement and retention • professional development of staff through [program] to support student learning • employment of external providers to support students with additional learning needs • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students <p>The allocation of this funding has resulted in:</p> <p>Establishes a professional learning community within the school which is focused on continuous improvement of teaching and learning. All staff engage in explicit systems for collaborative practices and feedback to improve teaching practice. This includes hub meetings, co-teaching agreements, classroom observations, mentoring, provision of specific and timely feedback, collaborative discussions using data and learning progressions to drive improvement in student learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Regular professional discussion around the School Excellence Framework elements and themes as well as the CESE 'What works best' documents. Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.</p>
<p>Socio-economic background</p> <p>\$39,723.45</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ulong 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"> • Literacy • Personalised learning • School community partnerships & high expectations • Attendance • Positive behaviours for learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Mini & Multi lit to support identified students with additional needs • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs

<p>Socio-economic background</p> <p>\$39,723.45</p>	<p>The allocation of this funding has resulted in: Employing SLSO & teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching (SEF - Professional Standards). Has enabled the school to establish two classrooms K-2 & 3-6. SLSO employed to assist students with learning difficulties and implement Mini & Multi Lit.</p> <p>After evaluation, the next steps to support our students with this funding will be: Teaching and learning programs across the school will be adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes (SEF: Learning, Curriculum, Differentiation, excelling).</p>
<p>Aboriginal background</p> <p>\$9,569.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ulong 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 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"> • School community partnerships & high expectations • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to Implement Mini-Lit & Multi-Lit to support students with reading difficulties. to support identified students with additional needs • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of an Occupational Therapist to provide intervention programs that support student needs • release time to engage staff in targeted professional learning • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in: Creating a positive culture of challenge and support, enabling effective teaching that focuses on collaboration and explicit teaching strategies. Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes (SEF: Learning, Curriculum, Differentiation, excelling).</p> <p>After evaluation, the next steps to support our students with this funding will be: To create Positive, respectful relationships that are widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school (SEF: Learning, Wellbeing, Excelling)</p>
<p>Low level adjustment for disability</p> <p>\$27,684.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Ulong 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</p>

<p>Low level adjustment for disability</p> <p>\$27,684.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staff employed to support students with learning difficulties. • SLSO employed for 4 days to support students with learning difficulties in the classroom. <p>The allocation of this funding has resulted in: This funding enabled the school to get an additional teacher and an SLSO to support students with learning difficulties, implement Multi-Lit and Mini Lit and students get more one on one time to help them with their emotions and learning. Due to this funding we have seen improvement in student wellbeing and learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Provide ongoing support to students to improve learning and student wellbeing.</p>
<p>Location</p> <p>\$20,743.00</p>	<p>The location funding allocation is provided to Ulong 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"> • Literacy • Personalised learning • Positive behaviours for learning • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • releasing staff to participate in professional learning • providing intensive small group tuition for identified students who were needing additional support. • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in: The school establishing strategic partnerships with other small schools and external agencies to improve students' social, emotional , physical and academic development.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school developing comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students which measurably improves individual and collective wellbeing.</p>
<p>School support allocation (principal support)</p> <p>\$18,105.00</p>	<p>School support allocation funding is provided to support the principal at Ulong Public School with administrative duties and reduce the administrative workload.</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"> • School community partnerships & high expectations • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • employment of SLSO to improve the development of students by

<p>School support allocation (principal support)</p> <p>\$18,105.00</p>	<p>implementing speech and OT programs developed by specialists</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in: School culture strongly focusing on learning, the building of educational aspiration and on going performance improvement throughout the school community. (SEF -Learning Culture)</p> <p>After evaluation, the next steps to support our students with this funding will be: To continually empower our school community to build a culture of high expectations and responsiveness that effectively caters for a range of wellbeing issues. Develop highly confident, resilient and adaptable students.</p>
<p>Early Action for Success (EAfS)</p> <p>\$500.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Ulong Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students • employment of Instructional Leader to lead analysis of data and professional learning, including cross-stage teaching rounds and the use of learning sprints <p>The allocation of this funding has resulted in: Improvement in student understanding and staff is more competent in applying the strategies in the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: students apply their knowledge and understanding in the class</p>
<p>QTSS release</p> <p>\$2,242.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ulong 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 initiative funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: Building collective capacity of staff to contribute to networks that supports the learning of others and the development of outstanding educational pedagogy. Leadership teams' model collaborative practice and engage with other schools to facilitate innovative mindsets for learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: To embed explicit system that facilitates professional dialogue,</p>

<p>QTSS release \$2,242.00</p>	<p>collaboration, classroom observations, the modelling of effective practice and the provision of specific and timely feedback between all teachers.</p>
<p>COVID ILSP \$82,600.00</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 multi & mini lit program to support identified students with additional needs • Employment of additional staff to support COVID ILSP program implementation. • Employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Ensuring that students are provided with optimal opportunities to achieve their learning goals and, as a minimum, stage-appropriate learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: High impact professional learning in data literacy, data analysis and data use in teaching for all staff to identify areas in which students' learning needs may require additional attention and development .Embed data informed assessment practices as a feature of daily instruction in all classrooms.</p>



Music with Makey Makey Cardboard guitar.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	10	7	8	11
Girls	13	8	3	3

Student attendance profile

School				
Year	2018	2019	2020	2021
K	78.1	89.5	88.5	90.7
1	87.7	0	97.8	92.5
2	90.9	86.6		93.3
3	87.4	74.7	93.7	
4	86	84.4		76.9
5	87.7	82.8	84.1	
6	84.7	83	91.2	45.8
All Years	86.2	83.6	90.8	87.4
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		92.6
3	93.6	93	92.1	
4	93.4	92.9		92.5
5	93.2	92.8	92	
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.



You can't teach children to behave better by making them feel worse. When children feel better, they behave better.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.62
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.15

*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.



Unity is strength, when there is teamwork and collaboration, wonderful things can be achieved.



Collaborating with the wider community to learn more about dealing with Trauma. There is a saying "Alone we can do so little; TOGETHER we can do so much

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	373,378
Revenue	552,641
Appropriation	542,940
Sale of Goods and Services	23
Grants and contributions	8,599
Investment income	279
Other revenue	800
Expenses	-556,207
Employee related	-463,905
Operating expenses	-92,302
Surplus / deficit for the year	-3,566
Closing Balance	369,812

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	18,351
Equity Total	71,016
Equity - Aboriginal	9,069
Equity - Socio-economic	34,763
Equity - Language	0
Equity - Disability	27,184
Base Total	388,535
Base - Per Capita	2,712
Base - Location	10,374
Base - Other	375,449
Other Total	51,602
Grand Total	529,504

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.



Play is our brain's favourite way of learning".



Children learn as they play. More importantly, children learn how to learn".

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.



Education is the most powerful weapon which you can use to change the world".

Parent/caregiver, student, teacher satisfaction

Each year we are required to survey the key stakeholders - parents, teachers and students- and seek their opinions about the school. In 2022, we utilised school based survey to gain some insight from our students, teachers and parents to get some feedback. The following results were obtained:

Key Findings from the Teachers survey were:

- * I work with school leaders to create a safe and orderly school environment.
- * I talk with other teachers about strategies that increase student engagement.
- * I monitor the progress of individual students.
- * I set high expectations for student learning.
- * My assessments help me understand where students are having difficulties with their learning
- * Students receive feedback on their work that brings them closer to achieving their goals.
- * Students have opportunities to use computers or other interactive technology to analyse, organise and present subject matter.
- * I strive to understand the learning needs of students with special learning needs.

Key findings from students surveys were:

- * 90% of all students have a positive sense of belonging at Ulong Public School.
- * 95% of all students have positive relationships with their peers.
- * 90% of all students believe they always demonstrate positive behaviour at school.
- * 93% of all students believe they are provided with quality instruction from their teachers.
- * 90% of all students apply themselves to their learning at all times.
- * Students believe their teachers have high expectations for their individual success.
- * Students believe they have positive relationships with their teachers.

Key findings from Parent Survey:

- * 95% of all parents surveyed believe their child / children are happy at Ulong Public School.
- * 97% of all parents surveyed believe that Ulong Public School seeks to put the interest and needs of the students first.
- * 95% of all parents surveyed are satisfied with the quality and standard of education provided for their child / children at Ulong Public School.
- * 95% of all parents surveyed are satisfied with the standard of care their child / children receives at Ulong Public School.
- * 97% of all parents surveyed value the school expectations to: "Be Responsible, Be Respectful and Personal Best".

Teachers satisfaction:

As teachers at Ulong Public School, we are well supported in all aspects of my position. The school culture is strongly focused on learning and ongoing performance improvement across the school community. As a staff we collaborate to ensure there is a planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive, and learn. An integrated approach to quality teaching, curriculum planning and delivery, is always encouraged and assessment is used to determine where to next in student learning. The highest priority is given to evidence-based teaching strategies and as a result we we are committed to identifying, understanding, and implementing the most effective explicit teaching methods. Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes are regularly evaluated. The principal and school leadership team model instructional leadership and support a culture of high expectations. The school plan is at the core

of continuous improvement efforts, with the strategic directions being evident in its activities.

Parent Satisfaction:

Ulong Public School excels with their innovative learning. My daughter is now able to work independently and I believe thriving with the work set out for her. Her literacy and numeracy skills are above my expectations, she has the ability to self correct her incorrect answers which has given her more confidence not only at school but with her home life too.

The high expectations set out in the classroom shows with the amount of respect the students have for each other and the teachers. The school, parents and community collaborate excellent together. This showed when we had the Inaugural Mogie (Mountain Logie) event, which brought our whole community together and in which we took out three of the four awards. I could not be more prouder to have my child go to this amazing little school.

I	J	K	L	M
The school regularly provides me with information about the importance of regular student attendance.	I have strong trusting relationships with staff at the school.	All students are treated fairly in this school.	Please indicate one strength of the school:	One weakness of the school that the school could improve in:
Always	Always	Always	Staff, student and parent communication	Nothing comes to mind, it's a great school
Always	Always	Sometimes	Good teaching	Nothing
Always	Always	Always	Communication and support of children and with parents	Nothing really I'm quiet happy with the school and will continue on sending all children to this primary school
Always	Sometimes	Sometimes	Small school creates better teacher student relationship.	Better parent teacher communication at times
Always	Always	Always		Let us know what's on for the special lunch
Sometimes	Always	Always	Fairness	Nothings
Always	Always	Always	All teachers are on the same page & want the best for their students	Notes could be sent home earlier, not 3 days before an event, unless it's something that has just come up
Always	Always	Always	The community spirit	Not a lot of notice for excursions and other school activities
Always	Always	Always	Communication	Nil
Always	Always	Always	Integration of all students and parents and staff	I can,t think of anything
Always	Always	Always	Learning ——— compassion	Nothing

Survey's to get information and feedback on our strengths and weaknesses.

The school has high expectations and my child is making good progress.	The teachers and principal respond positively when I come to them with a concern.	I am well informed about my child's progress in all aspects of learning and wellbeing.	I receive regular information about what my child is taught in English and adjustments made to their learning plan.	I receive regular feedback on the progress of my child's learning in reading and numeracy.	I know how well my child is doing in his /her learning in English.	The school has clear expectations for student behaviour and the rules are known by my child.
Always	Always	Always	Unsure	Always	Always	Always
Always	Always	Always	Sometimes	Always	Always	Always
Always	Always	Always	Always	Always	Always	Always
Always	Always	Sometimes	Sometimes	Always	Always	Always
Always	Always	Always	Always	Always	Always	Always
Always	Always	Always				Always
Never	Always	Always	Sometimes	Sometimes	Sometimes	Always
Always	Always	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes
Always	Always	Always	Always	Always	Always	Always
Always	Always	Always	Always	Always	Always	Always
Always	Always	Always	Always	Always	Always	Always
Always	Always	Always	Always	Always	Sometimes	Always

Asking questions is the first way to begin change".

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.



Happiness is when, what you think, what you say & what you do are in harmony.



Healing Country is healing us. We are Country and Country is us. We are all one.



Time to refuel. Crunch some fruit & veg. Sip some water. Feel great.