

# 2021 Annual Report

Ultimo Public School



# ULTIMO PUBLIC SCHOOL

Aspire Achieve Amaze

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# Introduction

The Annual Report for 2021 is provided to the community of Ultimo 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.

## School contact details

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Ultimo Public School

Quarry St

Ultimo, 2007

[www.ultimo-p.schools.nsw.edu.au](http://www.ultimo-p.schools.nsw.edu.au)

[ultimo-p.school@det.nsw.edu.au](mailto:ultimo-p.school@det.nsw.edu.au)

9660 2130

## School vision

At Ultimo Public School every child is known, valued and cared for. A culture of high expectations and collaboration supports effective classroom practice, empowering students to be reflective, resilient and confident learners. A connected community promotes a true partnership between school, families and our students.

## School context

Ultimo Public School is an inner city school located on the fringe of Darling Harbour and Chinatown area.

In 2020 our school completed a major rebuild that transformed our teaching environments into flexible, collaborative learning spaces. School enrolments are increasing and we supported 410 students in 17 classes in 2021.

Our school is supported by a strong, connected multi-cultural community and our Chinese community language program supports student in maintaining and developing further communicative competence in their community language. 71% of our students have a language background other than English, 30% require some level of EAL/D (English as an Additional Language or Dialect) support, and 5% of students identify as Aboriginal. Our students come from a wide range of socio-economic backgrounds.

Through our situational analysis we identified the need to focus on high expectations and effective teaching and learning programs that are consistent across the school. Collaborative practice and feedback will support co-teaching environments and continual improvement. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy.

A focus on instructional leadership will drive explicit teaching across the school. Teaching and learning programs will be responsive to data and our instructional leader will support classroom teachers to analyse and action this information.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To ensure students develop and grow strong numeracy and reading learning outcomes through data driven, consistent explicit, evidenced based teaching practices within a culture of high expectations.

### 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.

- Curriculum
- Instructional Leadership

### Resources allocated to this strategic direction

**6101 Consolidated Fund Carry Forward:** \$44,300.00

**Professional learning:** \$25,000.00

**Per capita:** \$52,000.00

**Aboriginal background:** \$15,600.00

**Low level adjustment for disability:** \$25,000.00

**English language proficiency:** \$21,000.00

**QTSS release:** \$69,513.16

**Literacy and numeracy intervention:** \$47,089.00

**Literacy and numeracy:** \$11,405.00

### Summary of progress

This year has seen the cornerstone laid for student achievement as the driving force for learning culture at our school. The foundations of programming compliance in alignment with the Department of Education and the NSW Education Standards Authority is now cemented and form the basis of high expectations for curriculum delivery in literacy and numeracy.

The funding for AP Instructional Leadership has enabled a whole-school professional learning journey focusing upon high-impact, evidenced based strategies as detailed in What Works Best (2020, CESE). These strategies have been aligned with professional data conversations whereby staff engage with and unpack the National Learning Progressions to drive school improvement through the dialectical process of the teaching and learning cycle. Staff are now equipped with the understanding of how assessment data is used to inform planning to ensure expected student growth in achievement.

Differentiation will form the focus for next year's professional learning focus as the leadership team build the capacity of staff so that 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.

### 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 percentage of students achieving expected growth in NAPLAN numeracy to be above the system negotiated baseline target of 61.1%.	<p>Percentage of students achieving expected growth in numeracy increased by 13.79 % indicating achievement of the system negotiated target.</p> <p>Our numeracy PL involved unpacking the National Numeracy progression with specific focus upon the sub-elements: quantifying number, additive strategies and operating with decimals. Staff capacity is continually being developed with an emphasis on explicit teaching used in the school, reflecting the current evidence base.</p> <p>The purchase and implementation of PAT assessments and the plotting of students using PLAN 2 has begun to build staff data literacy capabilities. Teachers access and engage in professional learning that build skills in the</p>

<p>Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system negotiated baseline target of 61.1%.</p>	<p>analysis, interpretation and use of student progress and achievement data.</p> <p>Moving forward, teachers will routinely and explicitly review previous content and preview the learning planned with students in each class. Additionally, teachers will identify growth targets for individual students, using internal progress and achievement data.</p>
<p>Increase the percentage of students achieving in the top two bands of NAPLAN numeracy to be above the system negotiated baseline target of 48.0%.</p>	<p>39.4 % of students are now in the top two skill bands for numeracy, indicating progress toward the system negotiated target.</p> <p>This year, staff engaged in the first session of our Number Talks PL delivered by MANSW. Our staff will complete the second twilight session Term 1, 2022. Going forward, our mathematics teaching and learning programs will include weekly number talks. These talks allow for students to utilise their mathematical reasoning in a conceptually based framework. Furthermore, the schools curriculum provision and evidence-based teaching practices will provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.</p> <p>We will continue to refine our mathematics teaching and learning programs using the 3-2 format whereby the Number strand forms 60% of the weekly program. Teaching and learning programs will describe expected student progression in knowledge, understanding and skill and the assessments that measure them.</p>
<p>Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated baseline target of 62.2%.</p>	<p>Percentage of students achieving expected growth in reading decreased by 1.99 % indicating progress toward the system negotiated target.</p> <p>A whole school approach to literacy assessment with a focus on reading has taken shape this year with an emphasis on systematic synthetic phonics from Kindergarten to Year 2. Years 3-6 began to develop their understanding of comprehension as an active process and continues to develop their capacity to explicitly teach comprehensions strategies. The use of PAT data, Check-in data, short comprehension assessments from the literacy hub and NAPLAN data are used to assess student progress and achievement against syllabus outcomes. Moving forward, formative assessment strategies and feedback process will be in place so that students are aware of- and most are showing - expected growth on internal school progress and achievement data.</p>
<p>Increase the percentage of students achieving in the top two bands of NAPLAN reading to be above the system negotiated target baseline of 52.1%.</p>	<p>48.5 % of students are now in the top two skill bands for numeracy, indicating progress toward the system negotiated target.</p> <p>Our <i>Programming, Assessing and Reporting guide</i> was introduced this year ensuring that teaching and learning programs describe what all students are expected to know, understand and do. Our guide has further being updated with revised a revised assessment schedule and an English programming proforma that includes co-teaching and differentiation columns. These revisions will ensure that curriculum delivery meets the needs of students at different levels of achievement to increase challenge.</p> <p>A K-6 school scope and sequence for all Key Learning Areas was created providing a guide for conceptual planning, furthermore, English Textual Features were also added to deepen the intellectual quality of our English teaching and learning programs. Our school continues to work towards sustaining and growing for 'high expectations' creating a culture of commitment withing the school community that all students make learning progress.</p>

## Strategic Direction 2: Explicit systems for collaboration and feedback

### Purpose

To ensure student growth through embedded and explicit systems that facilitate collaboration, effective practice and specific and timely feedback.

### 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.

- Continuous Assessment
- Collaborative Teaching

### Resources allocated to this strategic direction

Per capita: \$4,000.00

6101 Consolidated Fund Carry Forward: \$1,300.00

### Summary of progress

There has been a significant shift to continuous assessment across the school in 2021. We understand that effective analysis of assessment data will ensure a tailored learning experience for every child at Ultimo Public School. The focus is on formative and summative assessment strategies that are embedded across all teaching and learning programs K-6. Regular opportunities for analysis of student assessment data are valued and occur within stage meetings and during our 5 weekly data conversations.

Collaborative teaching is currently still in the early stages of implementation. All teachers co-teach to some capacity but the goal is for all classes to be working within a co-teaching scenario during all literacy 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
<ul style="list-style-type: none"><li>• All students are mapped against the progressions <b>UnT</b> and staff can identify the areas that each child needs to improve in.</li></ul>	<p>All students K-6 have been mapped to the sub-element Understanding Texts on the progressions and their names have been placed on a K-6 data wall for monitoring and tracking purposes.</p> <p>5-weekly data conversations took place with each stage so that students could be matched against the progressions and achievement levels monitored.</p>
<ul style="list-style-type: none"><li>• All students are mapped against the progressions <b>QuN</b>, <b>AdS</b> or <b>OwD</b> and staff can identify the areas that each child needs to improve in:</li></ul>	<p>All students K-6 have been mapped to the sub-elements Quantifying Numbers, Additive Strategies and Operating with Decimals on the progressions and their names have been placed on a K-6 data wall for monitoring and tracking purposes. The school has added multiplicative strategies to the whole school data wall as this area was identified as an area requiring improvement.</p> <p>Further work is needed in the identification of each child's position is against the progressions. Staff have a fair idea where groups of students sit against the progressions.</p>
Assessment element in Learning domain is maintained at Delivering	<p>A draft whole school assessment strategy was developed and implemented at the beginning 2021. As the school was committed to ensuring that there were procedures in place to track and monitor student progress over time we implemented PAT style tests from Years 1-6 to ensure that we had adequate internal and external data to make on-balanced judgements. The Assistant Principal Curriculum and Learning introduced 5 weekly data conversations across the school and a whole school data wall has been</p>

<p>Assessment element in Learning domain is maintained at Delivering</p>	<p>created. Student engagement levels across this school could be improved further with consistency in the way in which teachers use learning intentions, success criteria and feedback.</p> <p>TTFM data reflects that our students are not fully aware how and why assessment is undertaken, e.g. why we use Learning Intentions. This will form the basis of our assessment process. Formative assessment PL postponed to 2022.</p>
<p>Collaborative practice and feedback theme within the element of Learning and Development is maintained at Working towards delivering - with clear targets to Sustaining &amp; Growing.</p> <p>Co-teaching pedagogy occurs in all classrooms for literacy sessions</p>	<p>All teachers engaged in regular, targeted professional learning throughout the year that was clearly linked to our Strategic Improvement Plan. The school created and implemented clear guidelines around programming, assessing and reporting and these were trialed during 2021. The use of commercial products for programming decreased and a collaborative planning process was implemented across the school. Two planning days each term supported staff to review the curriculum and revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement. A new mentoring support program for beginning teachers was implemented in 2021 and each new staff member were paired with an experienced mentor whom they met with weekly.</p> <p>Co-teaching is occurring in some classes but there will need to be a greater focus in 2022. All classes will co-teach during literacy sessions next year. The SLEC PL commenced by all staff but will need to be completed in 2022.</p>



## Strategic Direction 3: A thriving school community

### Purpose

A culture of trust, respect, high expectations and continual improvement exists and is evident and widespread among students, staff and the wider school community.

### 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.

- Whole School Positive Behaviour Strategy
- Student Wellbeing

### Resources allocated to this strategic direction

**6101 Consolidated Fund Carry Forward:** \$5,000.00

**Low level adjustment for disability:** \$78,482.00

**Aboriginal background:** \$5,042.00

**English language proficiency:** \$138,886.00

**New Arrivals Program:** \$29,415.00

**Socio-economic background:** \$21,108.00

**Integration funding support:** \$122,642.00

### Summary of progress

Assistant Principal Learning & Wellbeing role was established to support equity issues, students and staff.

To underpin a whole school approach to wellbeing and engagement a Student Wellbeing Policy has been developed in 2021. The Wellbeing Team was established and Student Wellbeing Weeks have been run each term, raising the awareness of the whole school community of wellbeing as an important condition for learning.

Wellbeing weeks have become a highly anticipated event within our school calendar with school leaders and the Student Representative Council playing a key role in the planning of events and student voice. BeYou was identified as a program to be used by the Wellbeing team alongside the Wellbeing Framework for Schools to identify areas for development of wellbeing and mental health initiatives across the school.

A Positive Behaviour for Learning committee has been formed to lay strong foundations for a positive, whole school approach. We have formed a professional network with Glebe Public School to strengthen our knowledge and implementation of the framework.

### 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
Wellbeing element is Delivering with some themes in Sustaining and Growing.	<p>Opportunities for daily check-ins with students across the school were established through the home learning period through daily class zoom sessions and were supported through zoom sessions run by a variety of specialist teachers for targeted groups of students. This is an area for development in 2022.</p> <p>A Student Representative Council was established, providing opportunities for student voice and leadership. This will be further developed in 2022.</p> <p>With revised programming procedures in place, all class teachers ensure that the needs of all students are explicitly addressed in teaching and learning programs. InitialLit is an evidence based synthetic phonics program that has been implemented for reading instructions across Kindergarten and Stage 1. The InitialLit program involves regular monitoring of student progress to assess learning need. The MacqLit program has been</p>

<p>Wellbeing element is Delivering with some themes in Sustaining and Growing.</p>	<p>established as an intervention program for Stage 2 and 3 students struggling with reading and in 2022 the program will be expanded to support students in Stage 1 who require support with reading through the MiniLit Sage program. The use of PLAN 2, assessments such as the Check In and Phonics Screening as well as the introduction of PAT testing has allowed us to use assessment data to more effectively identify and address student learning needs and as the basis for selection of students into the MacqLit and Covid ILSP support programs. In 2022 we plan to strengthen these processes and continue to use these data sources to identify student need and track and monitor progress of students in intervention programs as well as the wider student body.</p> <p>The increased use of Sentral to record observations of student behaviour, welfare concerns and and parent conversations has enhanced the ability of the Learning Support Team, executive team and classroom teachers to work collaboratively to ensure that the learning and wellbeing needs of students are addressed. Learning Support Team referral process refined, all staff have received PL and this is an area we are looking to further refine in 2022.</p> <p>In 2021 with extended periods of home learning we invested in the use of apps like SeeSaw and Dojo to improve home-school communication. This has been particularly successful in Kindergarten to Year 4 and in 2022 we plan to standardise the use of SeeSaw across the school to further enhance the ability of all parents and carers to easily connect with teachers and what is happening in the classroom in order to strengthen home-school links.</p> <p>Positive Behaviour for Learning was identified as the framework that we will use to ensure that behavioural expectations are consistently and explicitly communicated by all staff across all school settings. In 2021 executive and other key staff undertook professional learning about PBL and the whole staff engaged in an introductory professional learning session. Staff were surveyed regarding behaviour management processes at school and their attitudes towards the PBL framework, with the staff body overwhelmingly in favour of establishing PBL at Ultimo PS, a large number of staff have indicated a willingness to join the PBL team and this will be a key focus in 2022.</p>
<p>At least 86.6% of students attending school on average, more than nine days per fortnight.</p>	<p>Attendance has been a focus of the Learning Support Team in 2021 with attendance patterns monitored weekly. In the 6 week period following the return of all students to school after home learning 81.7% of students attended more than 9 days per fortnight, with 87.4% attending for 9 or more days per fortnight, this data does not include those students not returning due to Covid concerns or those on approved leave.</p> <p>We took part in the Pioneer Attendance Trial, a research based trial run by the department which involved sending a weekly SMS to families highlighting the teaching and learning taking place in classrooms each week. Throughout this trail we saw high engagement levels from community and have decided to use the Seesaw platform in 2022 to improve home-school connections, providing parents and carers with and insight into the teaching and learning occurring at school and supporting school engagement.</p> <p>In 2022, further work is required looking at ways to celebrate good or improved attendance so that our school creates an environment where attendance is celebrated.</p>
<p>Tell Them From Me Wellbeing data (advocacy, belonging, expectations) improves to be above 85%</p>	<p>The impact that COVID and the learning from home period had on our students was evident.</p> <p>School belonging refers to a student's perception of being accepted, valued and included in their school setting by their peers and by others in the school. We recognise that 2021 prevented our students from participating in many of the additional activities that they would have ordinarily been involved in. Even so 87% of our students identified positive or neutral connectedness or bonding to Ultimo Public School.</p>

<p>Tell Them From Me Wellbeing data (advocacy, belonging, expectations) improves to be above 85%</p>	<p>Expectations for success is a measure of classroom context and refers to the extent to which teachers value academic achievement and hold high expectations for all students. 92% of students surveyed agreed that Ultimo Public School demonstrated positive and supportive classroom environments, in which students experience consistent, clear and high expectations, and receive help from teachers and peers.</p> <p>Advocacy and support for learning at school refers to the active consideration and support of individual students' academic and wellbeing needs. 93% of our students provided a positive or neutral response to level of general and specific support that assist our students navigate the everyday course of school life.</p>
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Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$29,415.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Ultimo Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Positive Behaviour Strategy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of specialist staff to support students in the New Arrival Program</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students received targeted support both at school and online during the learning from home period.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Collaboration with stage teams to ensure that targeted support builds on the teaching and learning programs with classrooms. Additional professional learning for all staff on EAL/D and supporting new arrival students is required for our next steps.</p>
<p>Integration funding support</p> <p>\$122,642.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ultimo Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of School Learning Support Officers to support the individual needs of students receiving Integration Funding Support.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Additional one-on-one and small group support for students receiving integration funding.</li> <li>- Targeted intervention for identified students.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- Possibility to access evidence based intervention programs for students receiving IFS</li> </ul>
<p>Socio-economic background</p> <p>\$21,108.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ultimo Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Learning and Support initiatives to support identified students with additional needs</li> <li>• equitable access to specialist resources</li> </ul>

<p>Socio-economic background</p> <p>\$21,108.00</p>	<ul style="list-style-type: none"> <li>• professional development of staff to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Whole school approach to the identification, support and tracking of individual students K-6 who require additional support. Refined processes and systems for reporting and tracking of strategies implemented to support a range of students. Increased funding and classroom support for identified students. The provision of support for teachers to refine strategies required to support students with complex needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue the support and systems that are in place with a focus on whole school well being initiatives to support the learning and emotional needs of students K-6.</p>
<p>Aboriginal background</p> <p>\$20,642.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ultimo 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Whole School Positive Behaviour Strategy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Identified ATSI students have received targeted support in literacy and numeracy which has resulted in improved outcomes for these students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Aligning embedded support for students in the upper primary to classroom teaching and learning programs.</p>
<p>English language proficiency</p> <p>\$159,886.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ultimo Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Positive Behaviour Strategy</li> <li>• Curriculum</li> <li>• Student Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Identified EAL/D students supported through explicit tiered interventions across the school. EAL/D specialist staff provided ongoing support and expertise to classroom teachers so as to best support all EAL/D students. AP Learning and Wellbeing to support the implementation of EAL/D support across the school and target and evaluate tiered support across the school.</p>

<p>English language proficiency</p> <p>\$159,886.00</p>	<p>Implementation of Maqlit program for students in upper primary to ensure that students receive adequate support in literacy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> EAL/D intervention support will transition to within the classroom settings from 2022. All support will align directly to stage based and co-teaching, teaching and learning programs. EAL/D staff to be assigned to stage groups to decrease and target case load to maximise achievement across the school. All staff to receive PL on EAL/D progressions and collaborative plan differentiated lesson sequences with specialist staff.</p>
<p>Low level adjustment for disability</p> <p>\$103,482.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Ultimo Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Positive Behaviour Strategy</li> <li>• Curriculum</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Identified students K-6 receiving targeted support within literacy and numeracy through the employment of a Learning and Support Teacher. Targeted programs were implemented to support the individual learning needs of students across the school. A School Learning and Support Officer was employed to implement the Minilit program for identified student in the lower grades.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> LaST teacher to embed support programs within the classroom setting. All differentiated and targeted programs to align with stage co-teaching programs. Specialist staff to work in consultation with classroom teachers so as to share relevant and up-to-date information about the progress of students requiring tiered interventions.</p>
<p>Beginning teacher support</p> <p>\$28,000.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Ultimo Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional classroom teacher to support the weekly release from face-to-face teaching for beginning teachers and their mentors.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Beginning teachers were well supported to ensure that they understood the administrative and mandated requirements of the classroom teaching. Beginning teachers were provided with targeted weekly sessions with their mentor where they were able to reflect on practice or refine and deepen</p>

<p>Beginning teacher support</p> <p>\$28,000.00</p>	<p>knowledge and skills. The Instructional Leader also provided additional professional learning for Beginning Teachers in relation to data-driven practice to ensure they were provided opportunities to refine their knowledge and skills in this area.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Strategic placement of mentors across the school will strengthen this initiative in 2022.</p>
<p>Literacy and numeracy</p> <p>\$11,405.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ultimo Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A consistent, whole school approach to the teaching and learning of literacy and numeracy. Targeted professional learning for staff, both individually and within co-teaching and stage groupings. Regular feedback from expert teachers and regular in-class support with the purpose of improving pedagogy and practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Increased targeted support is required at Ultimo Public School across the school. The learning from home period has prevented staff from accessing ongoing targeted support throughout the year. Closer tracking and monitoring of student progress with a focus on all students achieving expected growth. Our school is continuing to grow with enrolments expected to increase. Additional funding sources to be utilised in 2022 to expand this initiative.</p>
<p>QTSS release</p> <p>\$69,513.16</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ultimo Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A consistent, whole school approach to the teaching and learning of literacy and numeracy. Targeted professional learning for staff, both individually and within co-teaching and stage groupings. Regular feedback from expert teachers and regular in-class support with the purpose of improving pedagogy and practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Increased targeted support is required at Ultimo Public School across the school. The learning from home period has prevented staff from accessing</p>



<p>QTSS release</p> <p>\$69,513.16</p>	<p>ongoing targeted support throughout the year. Closer tracking and monitoring of student progress with a focus on all students achieving expected growth. Our school is continuing to grow with enrolments expected to increase. Additional funding sources to be utilised in 2022 to expand this initiative.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ultimo Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A consistent, whole school approach to the teaching and learning of literacy and numeracy. Targeted professional learning for staff, both individually and within co-teaching and stage groupings. Regular feedback from expert teachers and regular in-class support with the purpose of improving pedagogy and practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Increased targeted support in literacy and numeracy is required at Ultimo Public School across the school. The learning from home period has prevented staff from accessing ongoing targeted support throughout the year. Closer tracking and monitoring of student progress with a focus on all students achieving expected growth. Our school is continuing to grow with enrolments expected to increase. Additional funding sources to be utilised in 2022 to expand this initiative.</p>
<p>COVID ILSP</p> <p>\$72,783.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of specialist teacher to lead small group intervention in numeracy and writing.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students who have missed out on targeted intervention as a result of COVID learning from home period were supported over a 10 week period in the area of writing and numeracy. All students engaged fully in the support and developed confidence and skills.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> COVID ILSP funding to be utilised to implement evidence based literacy support across the school.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	129	150	177	189
Girls	161	164	202	219

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.4	92.7	94.2	96.4
1	94.3	92.6	93.4	94.5
2	93.9	95.3	93.3	95.1
3	94.4	95.2	91.7	94.8
4	94.8	92.7	92.5	94.7
5	95	94	94.1	93.6
6	92.9	95.4	93.4	92.9
All Years	94.5	93.9	93.2	94.8
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

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	16.03
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher ESL	1
School Administration and Support Staff	3.02
Other Positions	1

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	401,028
<b>Revenue</b>	4,207,758
Appropriation	3,889,385
Sale of Goods and Services	43,744
Grants and contributions	271,398
Investment income	630
Other revenue	2,600
<b>Expenses</b>	-4,231,739
Employee related	-3,653,256
Operating expenses	-578,483
<b>Surplus / deficit for the year</b>	-23,981
<b>Closing Balance</b>	377,047

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	59,082
<b>Equity Total</b>	305,557
Equity - Aboriginal	20,642
Equity - Socio-economic	21,108
Equity - Language	159,886
Equity - Disability	103,920
<b>Base Total</b>	2,960,340
Base - Per Capita	93,430
Base - Location	0
Base - Other	2,866,910
<b>Other Total</b>	333,087
<b>Grand Total</b>	3,658,065

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

### Students

- 72% of students feel that they have friends at school that they can trust and encourage them to make positive choices
- 86% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future
- 42% of students do homework for their classes with a positive attitude and in a timely manner
- 89% of students do not get in trouble at school for disruptive or inappropriate behaviour
- 75% of students try hard to succeed in their learning
- School Mean 7.8: students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- School Mean 7.7: school staff emphasise academic skills and hold high expectations for all students to succeed

### Parents

- School Mean 7.1: Parents and community members feel welcome
- School Mean 6.5: Parents are informed
- School Mean 6.6: School supports learning
- School Mean 7.5: School supports positive behaviour
- School Mean 7.1: Adequate safety at school

### Staff

- School Mean 7.1: Teachers collaborate and receive feedback about their teaching
- School Mean 8.1: Learning culture is positive
- School Mean 7.8: Teachers are engaged with data-informed practice
- School Mean 8.0: Teachers utilise a variety of teaching strategies
- School Mean 8.0: UPS is an inclusive school

At Ultimo Public School we certainly recognise the complexity around COVID and the learning from home period and have no doubt that the 2021 survey results reflect this. Due to restrictions placed on schools our families and community were not able to access the site and whole school events were postponed or cancelled. Whilst we moved whole school assemblies online, we certainly missed the face-to-face nature of in person events.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.

## Other School Programs (optional)

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### Years 3-6 Music Program

The Years 3-6 Music Program is a community funded program for our students.

The vision is to ensure every child has the opportunity to participate in weekly music tuition and eventually in 2022, they will be provided with their own musical instrument to take home. We believe that through music tuition, our students will thrive. The creativity and passion that music delivers will strengthen the love of learning and engagement levels in all key learning areas. We want our students to experience the pride and success of being involved in a large scale performance.

2021 was our foundation year for the program and we are looking forward to introducing guitars for every student in 2022.