

# 2021 Annual Report

## Uralla Central School



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## Introduction

The Annual Report for 2021 is provided to the community of Uralla Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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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Uralla Central School

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## School vision

The vision for Uralla Central School is that every student will reach their full potential by standing tall and walking proud. Student success will be driven by engaging and innovative instruction from passionate and committed teachers. Students will access a varied and differentiated curriculum with quality practices in every learning environment.

## School context

Uralla Central School, situated 25km from Armidale in the New England region of NSW, is a proudly public, rural and coeducational school catering for students from K-12. Public education has played a role in the Uralla community since 1862 and we have been on our current site since 1868. The school has approximately 333 students including 28% Aboriginal and Torres Strait Islander students.

Uralla Central School provides a quality education that offers inclusive, relevant and integrated curriculum; high quality educational programs across the full range of academic ability; a range of Vocational Education Training (VET) opportunities; and quality creative and performing arts, co-curricular, sporting and personal development programs. The school has implemented a compressed HSC delivery model which broadens and strengthens school curriculum, and increases its relevance for students.

Through the past two school plans the school has been able to significantly improve facilities, which include contemporary furnished classrooms in outstandingly well-maintained grounds. All learning spaces are outfitted with interactive LED TVs, there are very high levels of technology to support student learning and teacher practice and the Library has been completely refurbished and restocked. The school has been involved in the Early Action for Success (EaFS) strategy since 2016. The strategy is led by an Instructional Leader and additional resources are allocated to provide tiered support to improve literacy and numeracy outcomes for all students K-4 and increasingly K-8.

The school community embraces innovation and forward thinking vision, and in 2016 completely restructured the school organisation and executive roles. Faculties were abolished. Heads of School now oversee the Junior (K-4), Middle (5-8) and Senior School (9-Academy II). The remaining executive oversee English Stage 5 & 6, Wellbeing, and Administration and Organisation. Staff work collaboratively in Professional Learning Teams whose membership covers K-12 and all subject areas. Teachers work across schools individually and in teaching teams. The current school staffing is 33 teachers and 17 administration and support staff, which includes additional temporary staff employed through school-based funding to enhance and support the learning needs of all students. There has been significant turnover of staff in the last decade but staffing appears to be entering a new phase of stability.

As a result of the school's situational analysis, it has been determined that a more authentic whole school approach is required to achieve further improvement in student performance. This approach will include;

- The development, application and evaluation of rigorous pedagogical practices K-12
- The development of comprehensive staff induction processes
- The refinement of systems that identify, record and manage the needs of every student
- The strategic collection of relevant data and the development of systems that support the tracking of individual students K-12
- The development of staff evaluative practices, data use and skills.

## 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	Sustaining and Growing
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

## Strategic Direction 1: Student growth and attainment

### Purpose

To improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

### 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.

- Monitor and support student progress and achievement
- Highly effective teaching practices

### Resources allocated to this strategic direction

**Early Action for Success (EaFS):** \$102,907.80

**COVID ILSP:** \$211,907.92

**Integration funding support:** \$57,825.00

**Literacy and numeracy intervention:** \$35,317.17

**Socio-economic background:** \$102,441.83

**Aboriginal background:** \$117,661.00

**Low level adjustment for disability:** \$60,000.00

**Location:** \$10,000.00

### Summary of progress

#### Questions:

- To what extent have we achieved our annual progress measures?
- What lessons have we learned to inform our next steps?
- What adjustments need to be made to the strategic direction?

**Data:** Internal School data, NAPLAN, School Excellence Framework (SEFSaS), HSC Minimum Standards, Literacy/Numeracy Check-in Assessments, Tell Them From Me (TTFM)

**Analysis:** The analysis will consider the evidence produced by the data collected

**Implication:** The implications will be informed by the analysis. The implications will provide insight into:

- 2022 activities
- appropriateness of improvement measures

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in the % of students achieving in the top 2 bands to the school's baseline system-negotiated target in NAPLAN reading <ul style="list-style-type: none"><li>• Year 3 &amp; 5 - 35%</li><li>• Year 7 &amp; 9 - 13%</li></ul>	The % of students achieving in the top 2 bands in NAPLAN reading was: <ul style="list-style-type: none"><li>• Year 3 &amp; 5 - 33.3%</li><li>• Year 7 &amp; 9 - 10%</li></ul>
Improvement in the % of students achieving in the top 2 bands to the school's lower bound system-negotiated target in NAPLAN numeracy	The % of students achieving in the top 2 bands in NAPLAN numeracy was: <ul style="list-style-type: none"><li>• Year 3 &amp; 5 - 18.42%</li><li>• Year 7 &amp; 9 - 3.45%</li></ul>
	The % of students achieving expected growth in NAPLAN reading was;

<ul style="list-style-type: none"> <li>• Year 3 &amp; 5 - 20%</li> <li>• Year 7 &amp; 9 - 13%</li> </ul> <p>Improvement in the % of students achieving expected growth to the school's baseline system-negotiated target in NAPLAN reading</p> <ul style="list-style-type: none"> <li>• Year 3 &amp; 5 - 57%</li> <li>• Year 7 &amp; 9 - 56%</li> </ul> <p>Improvement in the % of students achieving expected growth to the school's baseline system-negotiated target in NAPLAN numeracy</p> <ul style="list-style-type: none"> <li>• Year 3 &amp; 5 - 51%</li> <li>• Year 7 &amp; 9 - 67%</li> </ul> <p>Improvement in the % of students achieving in the HSC top 2 bands to the school's baseline system-negotiated target 17%</p> <p>Improvement in the % of students achieving in the HSC top 3 bands to the school's baseline system-negotiated target 47%</p> <p>Improvement in the % of students with positive wellbeing to the school's baseline system-negotiated targets</p> <ul style="list-style-type: none"> <li>• Advocacy - 86% (K-6); 48% (7-12)</li> <li>• Expectations of Success - 94% (K-6); 77% (7-12)</li> <li>• Sense of Belonging - 76% (K-6); 46% (7-12)</li> </ul> <p>Improvement in the % of students attending school above 90% of time or more to the school's baseline system-negotiated targets</p> <ul style="list-style-type: none"> <li>• K-6 - 76%</li> <li>• 7-12 - 57%</li> </ul>	<ul style="list-style-type: none"> <li>• Year 3 &amp; 5 - 54.55%</li> <li>• Year 7 &amp; 9 - 50%</li> </ul> <p>The % of students achieving expected growth in NAPLAN numeracy was;</p> <ul style="list-style-type: none"> <li>• Year 3 &amp; 5 - 18.18%</li> <li>• Year 7 &amp; 9 - 31.58%</li> </ul> <p>The % of students achieving in the HSC top 2 bands was 0%.</p> <p>Improvement in the % of students achieving in the HSC top 3 bands was 10%.</p> <p>Improvement in the % of students with positive wellbeing was;</p> <ul style="list-style-type: none"> <li>• Advocacy - 66.67% (K-6); 54.62% (7-12)</li> <li>• Expectations of Success - 80% (K-6); 71.43% (7-12)</li> <li>• Sense of Belonging - 58.33% (K-6); 44.54% (7-12)</li> </ul> <p>The % of students attending school above 90% of time or more was;</p> <ul style="list-style-type: none"> <li>• K-6 - 53.42%</li> <li>• 7-12 - 41.36%</li> </ul> <p>Whilst no baseline system negotiated target was reached positive trends were established in the majority of areas. There was some significant stagnation, particularly in the Senior School area where there can be no doubting the negative impact of the Covid pandemic on student learning outcomes.</p>
<p>All annual progress measures are commented upon in the sections above.</p>	<p>All annual progress measures are commented upon in the sections above.</p>
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## Strategic Direction 2: Staff Expertise and Collaboration

### Purpose

To improve student learning outcomes and teacher capabilities, we will develop processes to ensure that all staff are collaborating effectively to embed evidence-based explicit teaching practice into their pedagogy. We will establish a high expectation, positive and cohesive school community that is purposeful, flexible and dynamic in order to meet the diverse needs of our students, staff and 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.

- Quality Teaching Rounds
- NSW Mathematics Strategy

### Resources allocated to this strategic direction

**Professional learning:** \$41,301.19

**QTSS release:** \$28,702.21

**Literacy and numeracy:** \$2,092.06

**Socio-economic background:** \$27,908.94

### Summary of progress

#### Questions:

- To what extent have we achieved our annual progress measures?
- What lessons have we learned to inform our next steps?
- What adjustments need to be made to the strategic direction?

**Data:** Internal School data, NAPLAN, School Excellence Framework Self Assessment (SEFSaS), HSC Minimum Standards, Literacy/Numeracy Check-in Assessments, Tell Them From Me (TTFM)

**Analysis:** The analysis will consider the evidence produced by the data collected

**Implication:** The implications will be informed by the analysis. The implications will provide insight into:

- 2022 activities
- appropriateness of improvement measures

### 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>• 20% of staff have completed the Quality Teaching Rounds Foundational Workshop.</li><li>• 20% of staff have participated in QTR in PLTs across stages.</li><li>• Teachers who have participated in QTR collaboratively develop teaching and learning programs incorporating QT.</li><li>• QTR Team has led fellow PLT members in QTR learning</li><li>• QTR fidelity checklist is utilised to provide baseline data.</li></ul>	Pandemic conditions and the inability to access face-to-face training led to a decision to suspend this initiative until such time as face-to-face professional learning came on line again in 2022.
All annual progress measures are	All annual progress measures are commented upon in the sections above.

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## Strategic Direction 3: Engaging Learning Environment

### Purpose

Contemporary, age appropriate resourcing that allows all students to engage in all aspects of school life and facilitates 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.

- Community Engagement
- Student Wellbeing
- Contemporary Learning Environments
- School Renewal and Student Support

### Resources allocated to this strategic direction

**Socio-economic background:** \$272,059.82

**Aboriginal background:** \$31,140.33

**Low level adjustment for disability:** \$117,914.41

**School support allocation (principal support):** \$20,199.60

**English language proficiency:** \$2,400.00

**Location:** \$11,380.57

### Summary of progress

#### Questions:

- To what extent have we achieved our annual progress measures?
- What lessons have we learned to inform our next steps?
- What adjustments need to be made to the strategic direction?

**Data:** Internal School data, NAPLAN, School Excellence Framework Self Assessment (SEFSaS), HSC Minimum Standards, Literacy/Numeracy Check-in Assessments, Tell Them From Me (TTFM), Sentral Wellbeing data, Phoenix Merit analysis, iNewsletter analytics, social media platform analytics

**Analysis:** The analysis will consider the evidence produced by the data collected

**Implication:** The implications will be informed by the analysis. The implications will provide insight into:

- 2022 activities
- appropriateness of improvement measures

### 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
Participate in Rural Access Gap (RAG) to Source whole school communication systems	Rural Access Gap (RAG) initiatives were scheduled for implementation in the first half of 2022. Digital noticeboards were installed across the school in strategic locations during Term 4 2021. Synchronisation between the Sentral, Student Administration System, and Canvas, the Learning Management System continues to evolve and development and refinement of the Parent Portal in both systems continues to be a work in progress with an expected 2022 roll out.
Audit student management and learning management systems to further refine synchronisation	
Increase digital communication reach by 5%	The school relies almost solely on digital communication.
Improvement in the % of students with	The % of students with positive wellbeing was <ul style="list-style-type: none"><li>• Advocacy - 66.67% (K-6); 54.62% (7-12)</li></ul>

<p>positive wellbeing to the school's lower bound system-negotiated targets</p> <ul style="list-style-type: none"> <li>• Advocacy - 81% (K-6); 51% (7-12)</li> <li>• Expectations of Success - 95% (K-6); 80% (7-12)</li> <li>• Sense of Belonging - 79% (K-6); 49% (7-12)</li> </ul> <p>Improvement in the % of students attending school above 90% of time or more to the school's lower bound system-negotiated targets</p> <ul style="list-style-type: none"> <li>• K-6 - 78%</li> <li>• 7-12 - 60%</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations of Success - 80% (K-6); 71.43% (7-12)</li> <li>• Sense of Belonging - 58.33% (K-6); 44.54% (7-12)</li> </ul> <p>Improvement in the % of students attending school above 90% of time or more was</p> <ul style="list-style-type: none"> <li>• K-6 - 53.42%</li> <li>• 7-12 - 41.36%</li> </ul>
All annual progress measures are commented upon in the sections above.	All annual progress measures are commented upon in the sections above.
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$57,825.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Uralla Central 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>• Monitor and support student progress and achievement</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>• consultation with external providers for the implementation of extra learning support</li> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all students who attract Integration Funding Support being supported by School Learning Support Officers in all areas of their learning on a daily basis.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to further enhance the capacity of School Learning Support Officers to enable them to provide improved learning support. Further upskilling of classroom teachers will be pursued to ensure that the skills of School Learning Support Officers are maximised.</p>
<p>Socio-economic background</p> <p>\$402,410.59</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Uralla Central 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>• Monitor and support student progress and achievement</li> <li>• NSW Mathematics Strategy</li> <li>• Community Engagement</li> <li>• Contemporary Learning Environments</li> <li>• School Renewal and Student Support</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>• digital Messaging and Wellbeing system</li> <li>• expansion/enhancement of BYOD through the purchase and installation of student lockers</li> <li>• expansion of digital learning and student management systems - Sentral, Canvas, Forge</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the purchase and installation of six digital messaging screens across the school to allow up to the minute messaging to students and staff and the continual reinforcement of whole school wellbeing messages. The purchase and installation of students lockers to enable the safe and secure storage of student devices. The refinement of existing student management and learning platforms i.e. Sentral and Canvas and the purchase and implementation of the Forge Wellbeing platform.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To further enhance student engagement with the wellbeing messaging service by developing a student team to maintain the messaging system. Further encourage the expansion of the the use of BYOD digital technology and by extension the student lockers which already have a 50% occupancy rate.</p>

<p>Aboriginal background</p> <p>\$148,801.33</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Uralla Central 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>• Monitor and support student progress and achievement</li> <li>• Highly effective teaching practices</li> <li>• Student Wellbeing</li> <li>• School Renewal and Student Support</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> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the employment of additional ATSI targeted student learning support staff. The implementation of student resilience and wellbeing initiatives i.e. SEED, Tomorrow Man &amp; Woman, Safe on Social Media, and various bespoke school designed learning support programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the development and enhancement of on Country programs, working with the Newarra Corporation to develop and deliver language programs across the school and embed further acknowledgement of place.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Uralla Central 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>• School Renewal and Student Support</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 support delivery of targeted initiatives</li> <li>• creation and construction of Yarning Circle and mural program</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the first stages of the construction of a Yarning Circle. Staff engagement with and training from the Newarra Language Corporation.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the creation and implementation of an Anewan Language program for students and staff. Non-Indigenous staff capable of delivering Acknowledgement of Country in language. The implementation of an indigenous variant of the school uniform.</p>
<p>Low level adjustment for disability</p> <p>\$177,914.41</p>	<p>Low level adjustment for disability equity loading provides support for students at Uralla Central 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>

<p>Low level adjustment for disability</p> <p>\$177,914.41</p>	<ul style="list-style-type: none"> <li>• School Renewal and Student Support</li> <li>• Monitor and support student progress and achievement</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>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention Covid ILSP to increase learning outcomes</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> <li>• employment of an Occupational Therapist to provide intervention programs that support student needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the employment of a suite of allied health professionals to work one-on-one with students as part of targeted intervention programs. The employment of additional School Learning Support Officers to enable the expansion of the individualised learning support structures and the amount provided.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> a continuation of current approaches and a tightening of the procedures in order to maximise the learning outcomes for all students participating in the programs.</p>
<p>Location</p> <p>\$21,380.57</p>	<p>The location funding allocation is provided to Uralla Central School to address school needs associated with remoteness and/or isolation.</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>• Monitor and support student progress and achievement</li> <li>• School Renewal and Student Support</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• incursion expenses</li> <li>• subsidising student excursions to enable all students to participate</li> <li>• student assistance to support excursions</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b> significant subsidising of all school excursions; purchase and or repair of students devices; supply of uniform and commemorative items.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the continuation of the program in its current form to enable and ensure equity of access for all students.</p>
<p>Literacy and numeracy</p> <p>\$2,092.06</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Uralla Central 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>• NSW Mathematics Strategy</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>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul>

<p>Literacy and numeracy</p> <p>\$2,092.06</p>	<ul style="list-style-type: none"> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• teacher release to engage staff in 'Working with Big Ideas' and 'Starting Strong' Mathematics programs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the professional development of all K-2 staff and relevant 7-12 staff in the 'Working with Big Ideas' and 'Starting Strong' Mathematics programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> expansion of the implementation of the 'Working with Big Ideas' and 'Starting Strong' mathematics programs. The forensic analysis of Numeracy data specifically to drive improved learning outcomes in targeted areas.</p>
<p>Early Action for Success (EAfS)</p> <p>\$102,907.80</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Uralla Central School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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>• Monitor and support student progress and achievement</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 Instructional Leader to support literacy and numeracy programs</li> <li>• employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy</li> <li>• lead analysis of student performance data with whole school and stage teams</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the successful implementation of the EAfS program so that 5 weekly cycles of data analysis have become a core framework of teachers work to inform practice and student learning outcome improvement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the EAfS program ceased but the school attracted a 1.2FTE allocation for the employment of a fulltime Assistant Principal Curriculum and Instruction role. The Head of Middle School has taken on a 0.2FTE role in the same position, effectively expanding the EAfS program from K-2 to K-8 in the school.</p>
<p>QTSS release</p> <p>\$28,702.21</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Uralla Central 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>• Quality Teaching Rounds</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>• implementation of instructional rounds to strengthen quality teaching practices</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> in the absence of access to face-to-face professional learning the executive team determined to place this program on hold for 2021.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> as soon as access to face-to-face learning becomes available in 2022 staff</p>

<p>QTSS release</p> <p>\$28,702.21</p>	<p>professional learning will commence but at an accelerated pace.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Uralla Central 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>• Monitor and support student progress and achievement</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 interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> <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> the employment of additional Learning and Support staff including School Learning Support Staff, Instructional Leader, Covid ILSP tutors.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to further expand the learning support programs across the school including more forensic diagnosis of student learning data to ensure that the right students are identified for the right amount of time.</p>
<p>COVID ILSP</p> <p>\$211,907.92</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>• Monitor and support student progress and achievement</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 teachers/educators to deliver small group tuition</li> <li>• employing/releasing staff to coordinate the program</li> <li>• releasing staff to participate in professional learning</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> significant numbers of students being able to access small group and one-to-one tuition across the K-12 spectrum at the school. Data has shown that lost ground has been recovered and steady progress maintained.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to determine whether in fact this source of funding continues. If this is not the case then a way must be found to build in some of the learnings that have been made in a sustainable way to ensure the maximisation of student learning outcomes going forward.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	148	167	169	160
Girls	162	176	172	162

### 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.



## Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.3	94.5	94.3	93.3
1	91.6	91.2	93	85.2
2	92.9	92.1	89.7	87.8
3	89	93.5	91.2	86.8
4	92.7	91.8	92.7	86.1
5	92	92.1	91	89.6
6	93.2	91.3	93.1	86.7
7	88.8	91.1	87.5	86.8
8	84.5	87.6	87.9	80.7
9	86.1	83.4	86.6	79.3
10	85.1	86.3	82	78.9
11	81.8	80.2	86.3	50.2
12	81.2	80.4	84.6	81.4
All Years	88.3	88.6	89	82.7
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
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	91.5	91	91.1	89.8

## Management of non-attendance

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

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to

record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	18	30	80
TAFE entry	0	0	0
University Entry	0	0	20
Other	0	0	0
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

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3.45% of Year 12 students at Uralla Central School undertook vocational education and training in 2021.

### Year 12 students attaining HSC or equivalent vocational education qualification

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75% of all Year 12 students at Uralla Central School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	4
Classroom Teacher(s)	18.61
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration and Support Staff	7.59
Other Positions	0.6

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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>	320,456
<b>Revenue</b>	5,892,999
Appropriation	5,804,693
Sale of Goods and Services	17,816
Grants and contributions	64,889
Investment income	547
Other revenue	5,054
<b>Expenses</b>	-5,867,156
Employee related	-5,120,243
Operating expenses	-746,912
<b>Surplus / deficit for the year</b>	25,843
<b>Closing Balance</b>	346,299

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>	129,109
<b>Equity Total</b>	731,526
Equity - Aboriginal	148,801
Equity - Socio-economic	402,411
Equity - Language	2,400
Equity - Disability	177,914
<b>Base Total</b>	4,142,232
Base - Per Capita	83,964
Base - Location	21,381
Base - Other	4,036,888
<b>Other Total</b>	437,250
<b>Grand Total</b>	5,440,117

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.

## School performance - HSC

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

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

## Parent/caregiver, student, teacher satisfaction

In 2021 surveys established the following data;

- 88% of students report that they have high expectations of success at school and that they believe their teachers expect them to succeed
- 70% of male students (9-12) believe that they are supported by the school in their learning
- 81% of female students believe that strong systems are in place to support the wellbeing of students
- 98% of Year 6 students now transition into Year 7 at the school
- 98% of parents viewed the schools handling of the Learning From Home experience positively and saw the school as a major source of reliable information around Covid19 restrictions.
- 96% of staff state that they enjoy working at Uralla Central School and believe that they have a positive impact on the lives of students.



# Policy requirements

## Aboriginal Education Policy

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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.