

2022 Annual Report

Ulladulla Public School



3302

Introduction

The Annual Report for 2022 is provided to the community of Ulladulla Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

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

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

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

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

School context

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

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

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

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

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

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

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

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

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

Self-assessment using the School Excellence Framework

Elements	2022 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	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Literacy
- Numeracy

Resources allocated to this strategic direction

Professional learning: \$57,953.00

Socio-economic background: \$157,651.38

Literacy and numeracy: \$29,130.00

Literacy and numeracy intervention: \$72,400.00

QTSS release: \$153,304.00

Location: \$18,318.00

Summary of progress

Literacy 2022 Annual Reflection

Our school focus for reading in 2022 was to continue to up-skill all teachers K-6 to effectively implement Synthetic Phonics, building on teacher's pedagogical confidence and competencies to teach reading via Synthetic Phonics and ensure that all high impact professional learning met the needs of the staff at UPS and was conducted as a whole school. This involved:

Undertaking professional development for new and untrained staff with a focus on evidence-based pedagogy.

Training SLSO's to support reading in the engine room using Synthetic Phonics.

Further development and final edit of videos demonstrating reading using Synthetic Phonics for students, staff and parents to support understanding of the program being used.

Developing a shared understanding with teachers on what support and professional development was required now and working as a whole school on these areas of need to strengthen the reading program.

As a result, all staff across the whole school are now trained in teaching Literacy using Synthetic Phonics to teach reading in their classrooms, support is provided for engine room groups through SLSOs and teachers are receiving support based on their needs to embed this high impact professional learning into their teaching practice.

Next year in this initiative we will aim to ensure a consistent and embedded approach to all aspects of reading using Synthetic Phonics at Ulladulla Public School. Professional learning will be utilised to up-skill all new and untrained staff, including casual teachers and SLSOs. TLuSP mentors will be identified, trained and given time to demonstrate and observe reading engine room pedagogy to champion a consistent approach to teaching reading.

Numeracy 2022 Annual Reflection

Our school focus for numeracy for 2022 was to upskill and build on Early Stage One and Stage Three teacher's pedagogical skills to effectively implement high impact, evidence-based learning experiences and ensure that all targeted professional learning elevated the teachers understanding of content and learning pathways. This involved:

Establishing a shared understanding of why and how to teach numeracy effectively through Number and Algebra evidence-based programs.

Undertaking professional development for Early Stage One and Stage Three with a focus on evidence-based pedagogy.

Monitoring, supporting, and developing consistent teacher delivery through classroom demonstrations and observations.

Implementing evidence-based teaching pedagogy in Early Stage One and Stage Three to meet the needs of all students in numeracy including appropriate entry points and levels of challenge.

As a result, Early Stage One and Stage Three teachers increased in confidence with the delivery of high-impact learning experiences and a greater consistency of evidence-based pedagogy was observed across Early Stage One and Stage Three. Students were regularly provided with the opportunity to develop skills in communicating, justifying and reasoning their mathematical ideas and experience productive struggle, resulting in a greater level of engagement and growth in the key learning area.

Next year in this initiative we will aim to embed and provide continual support in the implementation of effective numeracy pedagogy across all stages K-6 with a targeted focus on Stage One. This support will be underpinned by high impact professional learning within stages and as a whole school. Focused in-class coaching will occur in Stage One and a collaborative in-class coaching approach will operate in Stage Two and Three.

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 % of students in top 2 bands in NAPLAN reading from the baseline data to meet the lower bound .	2022 NAPLAN data indicates the percentage of students in the top two skill bands for reading exceeded the system negotiated target.
Increase the % of students in top 2 bands in NAPLAN numeracy from the baseline data to meet the lower bound.	2022 NAPLAN data indicates the percentage of students in the top two skill bands for numeracy did not meet the system negotiated target.

Strategic Direction 2: Effective Teaching Practice

Purpose

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

Initiatives

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

- Effective Feedback
- Data Driven Practices

Resources allocated to this strategic direction

Summary of progress

Literacy 2022 Annual Reflection - Feedback

Our school focus for reading in 2022 was to continue to develop consistent and exemplary teaching practice with a focus on feedback to students and staff. This involved:

Implementation of peer observations across K-6 and the Support Unit to share good practice and develop a consistent approach to teaching reading using Synthetic Phonics.

Implementation of a differentiated reading program that enables all students to reach their full potential with a focus on feedback to support our lower achieving students and moving the middle students to the top.

Providing opportunities for teachers to observe effective feedback practices to enable them to implement these into the teaching of reading so that students know their current levels and goals.

As a result, staff are now undertaking lesson observations more often, observing highly effective practitioners of the Synthetic Phonics reading pedagogy. Staff are now integrating their knowledge of point in time feedback to their students and students have an understanding now of where they are now in their learning, where they are going and what they need to do to get there.

Next year in this initiative we will aim to ensure APs will be up-skilled to ensure consistency in the way feedback is given to students among their Stage team. Staff will have many opportunities over the course of the year to observe reading teaching practice both in their own Stage and across the school, with a focus on the types of feedback given during the engine room to have the biggest impact on student learning.

Numeracy 2022 Annual Reflection - Feedback

Our school focus for numeracy in 2022 was to develop a consistent, evidence-based approach to providing student feedback with a focus on linking learning intentions and success criteria to the different levels of feedback. This involved:

Providing differentiated feedback through debriefing conversations with teachers that focused on reflections, key takeaways, and informed future learning experiences.

Undertaking professional development with George Telford from Challenging Learning with all staff K-6.

Developed an implementation plan for 2023 that included in-class coaching and debriefing conversations to achieve co-construction of learning intentions and success criteria.

As a result, all staff have a shared understanding of the structure and implementation steps to effectively link learning intentions and success criteria to point of need feedback levels. Students are beginning to value feedback as a strategy for learning which has increased awareness of the importance of setting learning goals and demonstrated improved growth in Number and Algebra concepts.

Next steps in this initiative we will aim to provide continual support to develop the pedagogical confidence and competencies of all teachers K-6 to implement visible learning techniques, focusing on linking student feedback to

learning intentions and success criteria. Throughout the year, staff will be actively involved in collaborative in-class coaching and debriefing conversations which will aim to build teacher capacity and support the movement towards co-constructing flexible learning intentions and success criteria that further extend and deepen students' understanding of mathematical concepts.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An uplift of 3.96% of students achieving expected growth from the school's baseline data in NAPLAN reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
An uplift of 5.61% of students achieving expected growth from the school's baseline data in NAPLAN numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 3: Quality Systems and Structures

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background: \$161,738.00

Aboriginal background: \$100,333.00

Summary of progress

Wellbeing 2022 Annual Reflection

Our school focus was to continue to provide opportunities for students to engage in school life by providing opportunities to increase sense of belonging. This involved:

- changing playground areas to allow students greater accessibility throughout the school
- providing students with lunchtime activities to engage in inclusive of play equipment, games areas, library, dance, martial arts, music (drumming, guitar), disco, talent quests, bike track, etc.
- targeting students to participate in programs such as Girls Talk
- providing a wellbeing space and a school based position of Wellbeing Officer to support students
- increased responsibility for school leaders to run assemblies whilst also increasing SRC input into school initiatives
- provided a boxing group for target boys group to increase self confidence, fitness and self perspective
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As a result students have a greater range of activities and choices that cater for all ranges and interest types of students to find a sense of belonging. Staff are developing their capacity in offering programs to engage students and also inspiring students through avenues such as music, dance, etc.

Next year there will be an expansion of the Girls Talk program, a new cohort of PAL's program leaders to be trained, continuation of playground activities offered and more responsibility for SRC and school leaders. Analysis and a deeper understanding will need to be gained through trying to understand why the activities and efforts of the wellbeing team are not yet yielding the desired uplift in sense of belonging across the school.

Attendance 2022 Annual Reflection

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in SEF SaS a planned approach to wellbeing from Delivering moving towards Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of a planned approach to wellbeing.
An uplift of 5.4% in students experiencing positive wellbeing from the baseline data to meet the lower bounds total in the Tell Them From Me survey	Tell Them From Me data indicates 56% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). This is below the lower bound target.

An uplift of 10.1% in students sense of belonging as identified in Tell Them From Me survey.

An uplift of 3.1% in student attendance attending 90% of the time or more from the baseline data to meet the lower bound.

The number of students attending greater than 90% of the time or more has decreased by 21.3%, however this figure was significantly affected by the COVID protocols for students.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$180,297.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ulladulla Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to continue to monitor and evaluate the success on IFS funding support and to ensure that Student Learning Support Officers are best matched to student needs.</p>
<p>Socio-economic background</p> <p>\$319,389.38</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ulladulla Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Quality System and Structures to enhance positive school culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through synthetic phonics to support student learning • employment of additional staff to support literacy, numeracy and wellbeing program implementation. <p>The allocation of this funding has resulted in the following impact: The allocation has resulted with students in Year 3 achieving above state average and statistically similar school groups in Reading and Numeracy. It has also resulted in our Year 5 cohort achieving above statistically similar school groups and being 1% below state average in Reading.</p> <p>After evaluation, the next steps to support our students will be: After evaluation the next steps will be to continue to engage a Literacy and Numeracy Instructional Leaders and teams to support program and pedagogy implementation across the school. Employing additional SLSO's to support students in explicit learning activities and continuing with the support and continuing employment of a Wellbeing Officer and an additional of SLSO wellbeing.</p>
<p>Aboriginal background</p> <p>\$100,333.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ulladulla Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key</p>

<p>Aboriginal background</p> <p>\$100,333.00</p>	<p>educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality System and Structures to enhance positive school culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • purchasing of resources and creating an educational space for Aboriginal students <p>The allocation of this funding has resulted in the following impact: This allocation of funding has resulted in 100% of Aboriginal families engaging in the PLP process. The AEO has forged community relationships and a network of AEO's to support community learning. A space for our Aboriginal students and AEO to operate from; the purchasing of cultural programs to support staff in the delivery of Aboriginal perspectives across the curriculum; instruments and artwork supplies to engage in students in First National cultural activities.</p> <p>After evaluation, the next steps to support our students will be: Engaging a fulltime AEO to build connections with community and to offer a diverse range of cultural opportunities for students to participate in. Additional time for the Aboriginal Education Team coordinator to have off class to support First Nations programs and students.</p>
<p>English language proficiency</p> <p>\$3,246.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ulladulla Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples</p> <p>After evaluation, the next steps to support our students will be: Continue to align EAL/D program to Literacy Support Program to match classroom pedagogy to ensure transition of skills, knowledge and understandings.</p>
<p>Low level adjustment for disability</p> <p>\$223,060.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Ulladulla Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers

<p>Low level adjustment for disability</p> <p>\$223,060.00</p>	<p>The allocation of this funding has resulted in the following impact: SLSO's being trained to run an Engine Room activity to support the Synthetic Phonics whole school literacy program. This has resulted in identified students receiving additional explicit literacy instruction.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$18,318.00</p>	<p>The location funding allocation is provided to Ulladulla Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Purchasing of numeracy learning resources to support program implementation. <p>The allocation of this funding has resulted in the following impact: All students having access to 21 century learning resources to support learning programs.</p> <p>After evaluation, the next steps to support our students will be: Delivering Professional Learning opportunities for other schools nearby to observe best practice pedagogy in Numeracy.</p>
<p>Professional learning</p> <p>\$57,953.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Ulladulla Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging in High Impact Literacy and Numeracy professional learning for targeted stages to support the School Improvement Plan. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of literacy and numeracy, resulting in improved internal and external student results.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide explicit training and development opportunities for the next group of identified stage teachers to enhance student outcomes and achievement in Literacy and Numeracy.</p>
<p>Literacy and numeracy</p> <p>\$29,130.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ulladulla Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this initiative</p>

<p>Literacy and numeracy</p> <p>\$29,130.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: increased student achievement and growth in school internal data sources.</p> <p>After evaluation, the next steps to support our students will be: continue staff professional development and supporting new SLSO's to be training Synthetic Phonics literacy.</p>
<p>QTSS release</p> <p>\$153,304.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ulladulla Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of Instructional Leaders in Literacy and Numeracy to support professional development, classroom pedagogy and programs. <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice in Literacy and Numeracy. Teachers embedded evidence base practices and high impact teaching strategies in their classrooms. Staff report they feel supported and have improved their learning and understanding of literacy and numeracy and how to best engage students in learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ specialist staff to develop the capacity of all teachers in Literacy and Numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$72,400.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ulladulla Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in the following impact: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data.</p> <p>After evaluation, the next steps to support our students will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$274,546.00</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</p>

<p>COVID ILSP</p> <p>\$274,546.00</p>	<p>school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	390	373	379	372
Girls	349	360	366	341

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.5	95.2	93.4	88.8
1	93.0	93.3	92.2	89.2
2	91.9	93.5	92.2	87.7
3	92.5	92.5	92.1	85.8
4	92.1	93.4	91.2	86.6
5	91.3	93.2	90.5	84.6
6	91.6	93.3	91.2	85.9
All Years	92.1	93.5	91.8	86.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	31.26
Literacy and Numeracy Intervent	0.63
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.2
School Administration and Support Staff	9.47

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	246,579
Revenue	8,060,233
Appropriation	7,908,842
Sale of Goods and Services	11,901
Grants and contributions	135,849
Investment income	3,641
Expenses	-8,078,237
Employee related	-7,433,608
Operating expenses	-644,628
Surplus / deficit for the year	-18,004
Closing Balance	228,575

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	227,023
Equity Total	636,768
Equity - Aboriginal	100,333
Equity - Socio-economic	311,776
Equity - Language	3,246
Equity - Disability	221,412
Base Total	6,146,921
Base - Per Capita	197,808
Base - Location	18,319
Base - Other	5,930,795
Other Total	456,503
Grand Total	7,467,216

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2022 Ulladulla Public School focussed on gaining feedback from Parents /Cared through the Tell Them From Me Survey. The survey window was conducted between September and October 10. The feedback received indicated that parents feel welcome when they visit the school and that they can easily speak with their child's teachers. Also of note was the availability of written information in clear and plain language; the school is an inclusive school and the school supports positive behaviour.

In regards to improving the feedback provided showed that there is further work to do around the prevention of bullying; informing parents about children's social and emotional development; scheduling parent activities when parents can attend; and providing home learning resources in the area of mathematics.

72% of parents stated that they would recommend the school to other parents.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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