

2022 Annual Report

Ulong Public School



3304

Introduction

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

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

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Message from the principal

It is with great pleasure that I present to you the 2022 Annual School Report for Ulong Public School. Contained within this report is a record of the key activities, initiatives, strategies and achievements for the past year. The school continues its journey of improvements with many exciting and successful programs being delivered in line with the key priorities of the current three-year plan. Ulong Public School is about providing a holistic education for every student to reach their full potential across all domains including, academic, social, emotional, spiritual, and physical. I'm incredibly proud to work alongside a team of dedicated and passionate professionals like School Counsellor, Occupational Therapist, Speech Pathologist and Physiotherapist who visit the school every fortnight to provide the facility to our students to ensure that every student is receiving the support they require.

The school's vision & motto of 'Whatever We Do, We Do Well' is upheld as the guiding beacon for all of our work with all staff being well aware of the enormous responsibility bestowed on us to ensure that all of our strategic activities are serving to develop the next generation of successful, innovate, creative and connected citizens. and enthuse students to learn through providing high quality, stimulating learning opportunities which interest, motivate and challenge the students to reach their full potential through a culture of high expectations..

We are a community that combines a rich history with highly engaging and contemporary approaches to education. Building positive relationships and working in partnership with the Orara Valley Learning Community, parents and the community is at the very heart of our thriving Ulong community. We encourage you to explore our website and visit our social media pages to gain a snapshot of the strength of our school as a dynamic, innovative and inclusive learning community.

I sincerely thank the staff and entire community for the outstanding input and support you all give to the creation of a learning organisation.

Message from the school community

I would like to express my Congratulations to the principal and staff for educating the children in the village. As a store owner, we see all the children at some stage each week. In a time when society is distracted in so many directions that children are not allowed to simply be children, to learn from their mistakes and be responsible for their actions - it is refreshing to experience the way the children of Ulong Primary School conduct themselves.

They are very respectful and well mannered. They look at you when they speak to you and they are all able to hold a conversation. Their curiosity and their abilities to attempt problem solving situations is a reflection of the principal's guidance and teaching skills of both - the principal and the staff.

Ulong Primary School is certainly setting the foundations for some awesome future citizens.



Colourful walkway that leads you to our beautiful little school.



Our amazing K-3 students modelling their school uniform.

School vision

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

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

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

School context

Ulong Public School is situated in the village of Ulong, 40 kilometres west of Coffs Harbour on the Mid North Coast of New South Wales. It has a transient population and is an isolated rural, village. The school has a FOEI of 142. The school receives additional funding of \$33,075 due to the school's location. This funding is used to reduce the impact of isolation by using video conferencing and interactive facilities in the classrooms. Virtual tours, as well as subsidising excursions and travel costs ensure full participation in excursions that would otherwise not be possible for all students.

The school is classified as a TP2 primary school with total enrolment of 19 students, 1 of whom identify as Aboriginal. There are a number of staff including a teaching principal; a second classroom teacher 5 days a week; a temporary part-time teacher 2 days a week to cover the release from face to face program, learning support and library; school learning support officer for 4 days to run Multi and Mini Lit Programs and support students with identified needs; a general assistant for 1 day a week and a school administrative manager for 3 days a week. All staff are highly skilled and passionate about their work.

The school has been appointed an Assistant Principal Curriculum and Instruction for one day a week and the school is funding an additional day. This dedicated executive position has an explicit focus on the leadership of effective, evidence-based literacy and numeracy and assessment for improving student learning outcomes across the curriculum. Professional learning is an active element of the position.

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

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

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

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



Proud of our Ulong School to have the Community Spirit and being passionate about supporting our communities by giving back to the kids ward in Coffs Hospital.

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

Strategic Direction 1: Student growth and attainment Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy, we will ensure that our teaching practices are reflective of data analysis and are 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.

- Literacy
- Numeracy

Resources allocated to this strategic direction

Professional learning: \$3,190.95

Location: \$9,394.63

QTSS release: \$3,102.87

Socio-economic background: \$26,279.66

Integration funding support: \$18,808.00

Low level adjustment for disability: \$23,584.20

AP Curriculum & Instruction: \$30,114.20

Summary of progress

At Ulong Public School in 2022 all teaching staff were involved in Quality Teaching Rounds. with Glenreagh Public School. Quality Teaching Rounds is a process where the teaching staff collaborates and participates in lesson observations using the Quality Teaching Framework to evaluate lessons. Teachers took this opportunity to explore new teaching strategies and modelled with their colleagues. Teaching staff completed professional learning on connecting spelling and phonics in line with current research to provide the impetus to springboard into the new syllabus in 2023. The focus being on phonics, decodable texts and spelling. As a result teachers identified the need to invest in additional teaching resource in preparation for 2023.

During 2022 Ulong students have engaged in mathematical investigations and Science, Technology, English and Maths (STEAM) activities. Students had opportunities to experiment with different technologies including robotics. The students participate in the Smart Home Project by collaborating over the year in developing their critical, design thinking and demonstrated their growth by successfully participating at the cross sector school regional STEAM day. The enabler for this project included the willingness and expertise of Ulong Public School staff to incorporate information technology across all key learning areas. In 2023 the school will continue student engagement in critical thinking and problem solving activities outside of the school.

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
NAPLAN Top 2 Bands <ul style="list-style-type: none">• The percentage of students in the top 2 bands in reading will be 30% or above as per the small schools' system negotiated target.	2022 NAPLAN Reading results indicated 50% of students achieved in the Top 2 bands.
NAPLAN Top 2 Bands <ul style="list-style-type: none">• The percentage of students in the top 2 bands in numeracy will be 30% or above as per the small schools' system negotiated target.	2022 NAPLAN Numeracy results indicated 100% of students achieved in the middle 2 bands.
<ul style="list-style-type: none">• At least 30 % of students achieve expected growth 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

tests.	however individual student progress is reported directly to parents and carers throughout the year.
<ul style="list-style-type: none"> • At least 30 % of students achieve expected growth in NAPLAN reading tests. 	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
<p>K-2 reading goals:</p> <ul style="list-style-type: none"> • 75% Kindergarten students to achieve at least levels 8-12 in reading by the end of year. • 75% Year 1 students to achieve at least levels 16-18 in reading by the end of year. • 75% Year 2 students to achieve at least levels 22-30 in reading by the end of year. 	2022 Reading data indicates that 90% of K-2 students have achieved reading levels appropriate to their stage expectations..



2-6 students enjoyed the Smart Home Project and was all ready for the Expo day.



K-1 students learning how to code their Bee-Bots.



K-1 students all set to showcase thier birilliant Nets of 3-D Shapes.

Purpose

To ensure that every student is able to connect, succeed and thrive, there will be a planned approach to developing whole-school wellbeing processes that support high levels of 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.

- Planned approach to wellbeing
- Attendance

Resources allocated to this strategic direction

Professional learning: \$2,388.34

Socio-economic background: \$5,100.00

Low level adjustment for disability: \$3,588.34

6101 Consolidated Fund Carry Forward: \$50,000.00

Location: \$1,500.00

Aboriginal background: \$3,661.88

Summary of progress

Our focus for 2022 was on the use of Positive Behaviour for Learning, highly effective evidence based framework on wellbeing practices that brought together the whole-school community to contribute to develop a positive, safe and supportive learning culture. The framework assisted schools to improve social, emotional, behavioural and academic outcomes for children and young people to improve across all subject areas.

The school teaching staff undertook the wellbeing Framework Self-Assessment Tool Focused on High Impact Professional Learning, and school teams were guided through the process of developing consistent evidence-informed practices across the school. All staff undertook professional learning in the new student Behaviour Strategy to modify PBL at the school. The school since then has been able to explicitly and systematically teach Social Emotional Lessons (SEL) to decrease emotional distress and behaviour problems. Social Emotional Lessons helped students manage emotions, set goals, get along with other students and make responsible decisions. PBL Framework increased engagement and attendance by 80%. PBL has helped the school to be a safe, positive, consistent and predictable environment where every student was encouraged and recognised for their actions.

To further improve student wellbeing the staff undertook professional learning in Berry Street Education Model (BSEM) to learn more about strategies for teaching and learning that will support and enable teachers to increase engagement of students with complex needs and who have experienced trauma in their life. This model will help with students learning needs and to successfully improve all student's self regulation, relationships, wellbeing growth and academic achievement. further support students with trauma.

The Brain Break book was purchased to provide teachers with useful strategies to build their classroom climate. These brain breaks provides positive emotions through partner and group activities. There are also calming brain breaks that de-escalate classrooms and build self-regulation. This brain break book is a great tool for every classroom and with practice our students can soon be leading brain breaks with the easy to follow outlines.

In 2022 Staff also participated in professional learning regarding;

- Inclusive Education Policy for students
- Student Behaviour Policy and Procedures
- Restrictive Practices Framework and Policy

The new resources were viewed on Inclusive, Engaging and Respectful Schools web page. Discussed changes that will be made.

Staff used the Inclusive Practices Hub including well-being activities in the primary resource section that complemented existing class programs.

There was an Increase in the number of students attending greater than 90% of the time by 80%.

School surveys indicated 90% students and parents have high expectations and a positive sense of wellbeing.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Increased percentage of students attending school more than 85% of the time, maintaining or improving upon the school level target. • Decrease the percentage of students attending less than < 80% of the time to achieve a minimum of the system-negotiated lower bound target. • 85% of students reporting Expectations for Success, Advocacy and Sense of Belonging at School. 	<p>EBS Data indicates that the school's attendance had improved as there was an increase in the number of students attending greater than 90%.</p>
<ul style="list-style-type: none"> • 80% of the students and parents survey data represents that there is a sense of belonging and high-level satisfaction with the PBL process implemented. • 75% of the students and parent surveys indicate there is a strong sense of belonging within the school. 	<p>The surveys indicated that there is a strong sense of belonging and the PBL process were implemented successfully as there were no suspensions in 2022.</p>



Senior students focused on using similes and metaphors in their writing.



Year 1 students are enjoying using blocks to help them solve some of their mathematical concepts.



Proud winners of principal's Star Award for following the 3 expectations of PBL- Respect, Responsibility and Personal Best.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$18,808.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ulong Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <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 targeted professional learning around [course] <p>The allocation of this funding has resulted in the following impact: The studentst have improved in both Literacy & Numeracy outcomes.</p> <p>After evaluation, the next steps to support our students will be: We will be continuing to support the students in small group settings to provide more individualised support.</p>
<p>Socio-economic background</p> <p>\$31,379.66</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ulong Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Planned approach to wellbeing <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 using Decodable Texts and the new K-6 spelling Diagnostic assessment. to support student learning. • Employment of additional staff to support the principal as a second adult program implementation. <p>The allocation of this funding has resulted in the following impact: The students got to have fulltime teacher in their class and recived extra support from the SLSO to improve their learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: We plan to use thes funds agin to support students in small group setting and organise a second class with a fulltime teacher.</p>
<p>Aboriginal background</p> <p>\$3,661.88</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ulong Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Community consultation and engagement to support the development of cultural competency. • Employment of additional staff to deliver personalised support for Aboriginal students.

<p>Aboriginal background</p> <p>\$3,661.88</p>	<p>The allocation of this funding has resulted in the following impact: A SLSO was employed to support our ATSI students and communicate with the community regarding the importance of attendance.</p> <p>After evaluation, the next steps to support our students will be: The result of having a SLSO employed to support ATSI students resulted in improved student attendance and their learning and communication with the community. Therefore, more individualised support will be provided to the ATSI students.</p>
<p>Low level adjustment for disability</p> <p>\$27,172.54</p>	<p>Low level adjustment for disability equity loading provides support for students at Ulong Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Planned approach to wellbeing • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Targeted students are provided with an evidence-based intervention of Multi & MiniLit programs to increase learning outcomes. • Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. <p>The allocation of this funding has resulted in the following impact: The students reading levels improved by implementing Mini & Multilit programs.</p> <p>After evaluation, the next steps to support our students will be: We will be using Multi and Minilit programs to support students with learning difficulties.</p>
<p>Location</p> <p>\$10,894.63</p>	<p>The location funding allocation is provided to Ulong Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Attendance <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Incurtion expenses. • Technology resources to increase student engagement. • Subsidising student excursions to enable all students to participate. <p>The allocation of this funding has resulted in the following impact: Disadvantaged students were supported financially to enable them to attend excursions. More laptops were purchased to improve student learning. Online Incursions were purchased to all ow students and online learning platform.</p> <p>After evaluation, the next steps to support our students will be: Continue to use the funds to support student wellbeing.</p>
<p>Professional learning</p> <p>\$5,579.29</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Ulong Public School.</p>

<p>Professional learning</p> <p>\$5,579.29</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 • Planned approach to wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Students were proficient in teaching the outcomes in their classroom and the improved results spoke for itself.</p> <p>After evaluation, the next steps to support our students will be: Staff will be involved in the new K-2 Syllabus. Therefore, more PL days will be organised with other schools and the APCI.</p>
<p>QTSS release</p> <p>\$3,102.87</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ulong Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Implementation of instructional rounds to strengthen quality teaching practices. • Additional staffing to support staff collaboration in the implementation of high-quality curriculum. <p>The allocation of this funding has resulted in the following impact: The staff was involved in lesson observations and had the opportunity to visit other schools and empower teachers to enrich student learning through collaborative practices.</p> <p>After evaluation, the next steps to support our students will be: We will be extending our QTR rounds to various other schools and set some time for collaboration and provide feedback to the teachers.</p>
<p>COVID ILSP</p> <p>\$9,440.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 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"> • Providing targeted, explicit instruction for student groups in literacy/numeracy. • Employment of teachers to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: A staff member employed 1 day a week to implement COVID Intensive support both small groups (tier 2 support) and in class across various Literacy & Numeracy aspects for differentiated, high quality teaching and learning adjustments. (Tier 1 support). Through out the year the focus will</p>

<p>COVID ILSP</p> <p>\$9,440.00</p>	<p>be on lowering the academic gaps due to COVID disruptions.</p> <p>After evaluation, the next steps to support our students will be: Student performance will be measured and will be mapped with progression in PLAN 2 data.</p>
<p>Per capita</p> <p>\$3,537.52</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Ulong Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • These funds were used to buy school resources to compliment student learning <p>The allocation of this funding has resulted in the following impact: Every student were give their own passwords for online learning platforms and stationery was purchased for every student.</p> <p>After evaluation, the next steps to support our students will be: We will continue to use these funds on buying learning resources for the students.</p>
<p>6101 Consolidated Fund Carry Forward</p> <p>\$50,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Ulong Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Planned approach to wellbeing <p>Overview of activities partially or fully funded with this operational include:</p> <ul style="list-style-type: none"> • \$50,000 are carried forward for the upgrade of the new undercover Cola, fencing and new turf. <p>The allocation of this funding has resulted in the following impact: The students will be able to enjoy this play area without getting hurt and will also enhancethe school look.</p> <p>After evaluation, the next steps to support our students will be: A new fun undercover space to enable students enjoy Basketball & Tennis.</p>



Small instructional reading groups using the L3 formate.



Students engaging in library activities with the librarian.



Using technology in the senior class.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	7	8	11	13
Girls	8	3	3	3

Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.5	88.5	90.7	90.6
1	0.0	97.8	92.5	85.1
2	86.6		93.3	90.0
3	74.7	93.7		90.4
4	84.4		76.9	
5	82.8	84.1		
6	83.0	91.2	45.8	86.1
All Years	83.6	90.8	87.4	88.2
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		92.6	87.8
3	93.0	92.1		87.6
4	92.9		92.5	
5	92.8	92.0		
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.



Breakfast is often called 'the most important meal of the day', and for good reason. Therefore, Ulong students start the day with healthy breakfast.



Students involved in little scribe activities and enjoying story time by illustrating it on their white boards.



A busy classroom.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.63
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.15

*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.



Students enjoying guitar lessons in small groups in their lunch break.



Had a fun afternoon making Paper Mache fruit bowl for their CAPA lesson.



Ulong school was involved in the community project of weaving with a local member to make a rug from individual pieces.

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	369,812
Revenue	608,806
Appropriation	596,802
Sale of Goods and Services	-68
Grants and contributions	9,657
Investment income	2,414
Expenses	-594,560
Employee related	-541,193
Operating expenses	-53,366
Surplus / deficit for the year	14,246
Closing Balance	384,058

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.



Reward excursion to the 'Coffs Adventure Centre'.



Students enjoyed a fun filled educational experience at Timbertown. Activities from steam train & horse carriage ride, gold panning & blacksmith demonstration.



Future AFL stars in making.

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	18,808
Equity Total	62,214
Equity - Aboriginal	3,662
Equity - Socio-economic	31,380
Equity - Language	0
Equity - Disability	27,173
Base Total	396,037
Base - Per Capita	3,538
Base - Location	10,895
Base - Other	381,605
Other Total	77,143
Grand Total	554,202

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.



Honey place excursion as part of our sustainability lessons .



Sporting activities enjoyed every Friday and delivered by various experienced coaches and sure NRL coaching was the best.



A special visit from the local MP Mr. Gurmeh Singh and Healthy Harold to encourage healthy eating habits.

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

Teacher satisfaction

Ulong Public School is an idyllic place to teach, I can honestly say I miss work when it's school holidays. We have a staff of dedicated, thoughtful and empathetic individuals who work together not only to educate the children of Ulong but to create positive relationships both at school and in the local community.

I'm lucky enough to teach a delightful group of Kindergarten to Year 2 students, each year I am amazed by the growth of students both socially and academically. Being a small school, we can provide great opportunities for students to engage with innovative programs such as the SMART City coding challenge and the How Cool is Your School mapping competition. We are also able to provide differentiated learning to each of our students to allow them to reach their full potential.

Not many teachers would list playground duty as the highlight of their day, but in a place as special as Ulong School, where winter sun sparkles off the frosty hills, the local store provides hot coffee and the kids are a laugh a minute, standing in the playground, you can truly say you love your job.

Parent Satisfaction

Two years ago, my family relocated from Sydney to Ulong. Of course I was a little apprehensive about sending my children to a small country school - how would it compare with a big city school? Would my sons miss out on opportunities available at larger schools? Would we fit in? I needn't have worried. We were warmly welcomed, given a tour of the school and invited to ask any questions. The school offers an excellent orientation program for Kindergarten that made the transition for both my sons smooth and easy. The teachers provide individual support and extension for each student. Parent input and feedback is encouraged and valued. The students have opportunities to participate in various sports and sporting events, enrichment days at other schools and excursions to broaden their learning and social experiences. The Principal, teachers and staff are all dedicated, friendly and approachable and the school has a very strong sense of community. We are so lucky to be a part of our beautiful little school family in Ulong!



As part of School Plan to connect-'Mothers Day' high tea organised by the staff & students to show appreciation of the female role models in their lives.



Students are all proud to represent their school in the 'ANZAC Day' March to commemorate the fallen soldiers.



Monthly P&C meetings to work with all parents and community members to receive their input on how to provide the best all rounded curriculum for our students.

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.

Aboriginal Education - School statement

Ulong Public School staff worked with Aboriginal families to address any specific learning needs of students and create Individual Learning Plans (ILP's). 100% of Aboriginal students have a personalised learning plan that is regularly updated and greatly valued. Students are proud of their achievements and new goals are set regularly in consultation with the student's families. Aboriginal perspectives are addressed in a contextualised and frequent manner across the curriculum and within all classes in the school.

NAIDOC Day celebrations focused around embracing cultural diversity and learning about local Gumbaynggirr culture. Aboriginal perspectives are addressed in a contextualised and frequent manner across the curriculum and within all classes in the school.

Every year, we have 2 staff members attend 'Connecting to Country' training, gaining a greater depth of understanding of the culture, history and current challenges facing Aboriginal families and students. Throughout the year, 3-6 student participated in leading the school in the Acknowledgement of Country at whole school assemblies and presentations.

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.

Anti-Racism - School statement

Through ongoing education at Ulong P.S. our goal is to empower our students to recognise racism through actively engaging in age appropriate conversations about privilege, racism, prejudice and bias in the hopes of empowering students to enact change in their adult lives.

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.

Multicultural and anti-racism education - School Statement

In 2022 we celebrated and acknowledged all relevant days of celebration and commemoration. Such as Harmony Day,

Refugee Week and other festivals as they arose. All students engaged in stage appropriate lessons that focused positively on the multicultural aspects of our community. Students have raised their awareness of different cultures within our society.

Multicultural education is integrated across all key learning areas in class and all students engage in stage appropriate lessons that focused positively on the multicultural aspects of our community and has been incorporated into studies in school programs emphasising tolerance and understanding. In HSIE, students study customs and beliefs from other countries. Students at Ulong Public School celebrated Chinese New Year and did a virtual tour of China through Skype and are familiarised to Chinese and Punjabi language. In 2022 staff, students and their parents also had the privilege and were fortunate that to visit the Indian temple and celebrated Diwali (festival of lights). All classroom and school practices are inclusive of all students and racism in any form is not tolerated. The school has a trained Anti-Racism Contact Officer who deals with any identified concerns around racism.



Orange dress up day, as it is often associated with spiritual practices including meditation and compassion.



'Harmony Day' celebrated by organising a community excursion to the 'First Sikh Temple' to enjoy Diwali festivities.



NAIDOC Day celebrated with Smoking Ceremony and Dreamtime Stories by the Gumbaynggir Elders.