

2022 Annual Report

Ultimo Public School



ULTIMO PUBLIC SCHOOL

Aspire Achieve Amaze

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Introduction

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

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

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School vision

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

School context

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

In 2020, our school completed a major rebuild that transformed our teaching environments into flexible, collaborative learning spaces. School enrolments in 2022 and we successfully supported 434 students across 20 classes.

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	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	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Curriculum
- Instructional Leadership

Resources allocated to this strategic direction

Per capita: \$98,093.00

Integration funding support: \$156,153.00

New Arrivals Program: \$40,853.00

Low level adjustment for disability: \$115,220.00

English language proficiency: \$209,740.00

Aboriginal background: \$18,635.00

Socio-economic background: \$18,139.00

Professional learning: \$30,508.83

Summary of progress

This year has seen the continuation of our focus upon both curriculum and instructional leadership.

The funding for an additional AP Curriculum and Instruction (APCI) position has enabled a whole-school transfer of our professional learning journey into classrooms. This is seen through the development of literacy blocks, implementing evidence-based strategies to continually develop student growth and attainment in reading. Staff are competent in their abilities to track student progress in both Literacy and Numeracy, using system wide processes.

Next year staff will continue to work on their capabilities in analysing data effectively, in order to drive high quality teaching and learning programs that reflect the diverse needs of our students. Additionally, whilst our APCI's will continue to target their support for reading instruction, their focus will move towards Numeracy.

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
65.2% of students achieving 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.
Top 2 Bands in numeracy: 54.1% of students achieving in the top two bands in NAPLAN numeracy.	2022 NAPLAN data indicates 41.5% of students are in the top two skill bands (NAPLAN) for numeracy indicating our school is still working towards the system negotiated target.
66.5% of students achieving expected growth 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.
Top 2 Bands in Reading: 59.1% of students achieving in the top two bands in NAPLAN reading.	2022 NAPLAN data indicates 61.73% of students in the top two skill bands for reading indicating our school exceeded the system negotiated target.

Strategic Direction 2: Explicit systems for collaboration and feedback

Purpose

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

Initiatives

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

- Continuous Assessment
- Collaborative Teaching

Resources allocated to this strategic direction

QTSS release: \$78,146.00

Literacy and numeracy intervention: \$48,266.82

Literacy and numeracy: \$11,450.74

Per capita: \$5,000.00

Summary of progress

Collaborative practice and feedback continues to be a focus area for our staff. Meetings are utilised to review the curriculum and to revise pedagogy and learning programs in order to meet the needs of students. Observations of professional practice occurred throughout the year to strengthen classroom pedagogy.

The shift to continuous assessment has continued throughout 2022. All students across the school have been mapped to the targeted sub-elements within the progressions and staff are confident in identifying the evidence which support their professional judgement. Teachers are confident in including 'learning intentions and success criteria' into their programs and they communicate these clearly to their students. Feedback is provided directly to students and our families involvement in the teaching and learning cycle has increased.

5 weekly data conversations were planned to occur each term, however, these only took place twice this year. This was due to the difficulty in booking casual teachers. These sessions provided teachers with time to enter data into PLAN2 and to evaluate student progress throughout the semester. Trends and areas for improvement were identified and these were reviewed and actioned during stage planning sessions.

Differentiation has been the focus of collaborative planning and high expectations for all students is the base line.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
All students will achieve within the expected end of year learning progression for Understanding Texts (UnT).	60% of students have achieved within the expected end of year learning progression for Understanding Texts in 2022. Students in Years K-2 reflect strong growth within this progression sub-element and this may be due to the introduction of an explicit K-2 evidenced based synthetic phonics program in 2021. Areas in Years 3-6 that require targeting are inference, vocabulary, point of view, purpose and classification. These were targeted throughout the year but will need to continue into 2023.
<ul style="list-style-type: none">• All students are mapped against the progressions QuT, AdS or OwD and staff can identify the areas that each child needs to improve in.• 5-weekly data cycles are the catalyst	All students have been mapped against the learning progressions of QuT , AdS or OwD and staff can identify the areas that each child needs to improve in. All staff received additional professional learning and support with accessing and using PLAN2.

for professional discussions that identify student growth. Planning is responsive to the needs of students.	Data conversations occurred twice in 2022. Stages identified strengths and areas for improvement within these progression sub-elements and this was reflected in stage programs across the school.
Assessment element in Learning domain is maintained at Delivering with some themes in Sustaining & Growing	<p>The Assessment element in the Learning domain has been evaluated at Sustaining and Growing in 2022.</p> <p>This growth is due to the implementation of a whole school assessment scope and sequence, formative assessment strategies, consistent teacher judgement sessions, data driven practice and the use of PLAN2. These changes have been embedded into the teaching and learning cycle of teachers across the school and supported by Stage Assistant Principals and the APC&I's.</p>
<p>Collaborative practice and feedback theme within the element of Learning and Development is maintained at Delivering.</p> <p>Co-teaching pedagogy occurs in all classrooms for literacy sessions</p>	<p>Collaborative practice and feedback theme within the element of Learning and Development is maintained at Delivering. All meetings have been used to review curriculum and revise pedagogy in order to meet the needs of students.</p> <p>Co-teaching pedagogy occurs in all classrooms for all literacy sessions across the school. Staff collaborative plan for these sessions with a focus on differentiation and targeted learning.</p>

Strategic Direction 3: A thriving school community

Purpose

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

Initiatives

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

- Whole School Positive Behaviour Strategy
- Student Wellbeing

Resources allocated to this strategic direction

Summary of progress

The Assistant Principal Learning & Wellbeing role has been well established to support the school community with a focus on wellbeing and equity.

There have been an increased range of opportunities across the school for student leadership and engagement including School Representative Council, school leaders, choir, drama, public speaking, social skills, sport leaders and library monitors.

To underpin a whole school approach to wellbeing and engagement, a Be You Action team has been established to identify areas and implement programs for the development of wellbeing and mental health initiatives across the school. The Be You Action team has administered a survey to students (3-6), staff and families to obtain an understanding of priority areas for professional learning and community workshops for 2023. The identified key areas for 2023 are Responding together and Family partnerships.

Student Wellbeing Weeks have been run each term, raising the awareness to the whole school community of wellbeing as an important condition for learning. Wellbeing weeks have become a highly anticipated event within our school calendar with school leaders and the Student Representative Council playing a key role in the planning of events and student voice.

A Positive Behaviour for Learning committee has been formed to lay strong foundations for a positive, whole school approach. Our professional network with Glebe Public School has strengthened our knowledge and our implementation of the framework has continued with coaching sessions and implementation support. Staff have participated in sessions together with professional learning. Through consultation with all key stakeholders, our PBL values have been created (Respectful, Responsible, Learner). The PBL team is in the process of developing explicit lessons with a scope and sequence for delivery to assist students in acquiring a deep understanding of the behaviours that are reflective of these values in the classroom, playground and wider community.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Wellbeing element in the Learning domain is Sustaining and Growing	Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element of wellbeing.
More than 86.8% of students attending school more than, on average, nine days per fortnight.	The average attendance across UPS is 90.9% 63% of students at UPS are currently attending 9 or more days out of 10 per fortnight, meaning 37% of students are attending 9 or less per fortnight.
Tell Them From Me Wellbeing data (advocacy, belonging, expectations)	School belonging refers to a student's perception of being accepted, valued and included in their school setting by their peers and by others in the

<p>improves to be above 87%</p>	<p>school. 89% of students reported that they are actively involved in the life of the school through sports and extra-curricular activities.</p> <p>Expectations for success is a measure of classroom context and refers to the extent to which teachers value academic achievement and hold high expectations for all students. 80.3% of students surveyed agreed that staff at Ultimo Public School emphasis academic skills and hold high expectations for students to succeed.</p> <p>Advocacy and support for learning at school refers to the active consideration and support of individual students' academic and wellbeing needs. 70.2% of our students feel that they have someone at school who consistently provides encouragement and they can turn to for advice.</p>
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Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$40,853.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Ultimo Public School.</p> <p>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"> • Curriculum <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: New arrival students at Ultimo Public School received targeted support from a specialist teacher in 2022. Students received a combination of one-to-one, small group and in class support. The NAP teacher also provided support and advice to classroom teachers and families.</p> <p>After evaluation, the next steps to support our students will be: Further collaboration with stage teams is still required to ensure the best supports are in place for our new arrival students. An additional layer of identification for students who qualify for funding is required at the administration level as it was identified that the automatic identification of new arrival students is not always accurate. The principal and enrolment team will develop systems to ensure that all new families to our school are processed consistently.</p>
<p>Integration funding support</p> <p>\$156,153.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ultimo Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • Curriculum <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) • consultation with external providers for the implementation of behaviour strategies. • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Students with complex learning and behaviour needs have been supported through an inclusive and holistic learning and support structure. Our Assistant Principal, Learning and Wellbeing (APLW) coordinates the internal and external supports that our students require to enjoy and be successful at school. The APLW also ensures that adequate professional learning for staff is provided and the in class, shoulder-to-shoulder support is implemented where needed.</p> <p>All students receiving Integration Funding support have a Personalised Learning and Support Plan (PLSP), developed in consultation with families. These plans are reviewed at the end of each semester.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Integration funding support</p> <p>\$156,153.00</p>	<p>Further investigation of external services that our Learning and Support Team can utilise is needed in 2023.</p> <p>A rigorous transition program that begins in local preschools will also be developed to ensure families of pre-school aged children understand the options that the Department of Education offers. A focus on ensuring that students with complex needs are identified at least 8 months prior to the year they begin school is of high importance.</p> <p>Additional funding for School Learning and Support Officers should be a priority for 2023, particularly in K-2 classrooms. Early intervention and support for classroom teachers is essential for a smooth transition to school program.</p>
<p>Socio-economic background</p> <p>\$18,139.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ultimo Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support to support literacy programs • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Whole school approach to the identification, support and tracking of individual students K-6 who require additional support to access the curriculum. Refined processes and systems for reporting and tracking of strategies implemented to support a range of students.</p> <p>The provision of financial assistance for those families who are in a position of financial hardship.</p> <p>After evaluation, the next steps to support our students will be: Continue the support and systems that are in place with a focus on whole school wellbeing initiatives to support the learning and emotional needs of students K-6. Investigate the need for a breakfast club.</p>
<p>Aboriginal background</p> <p>\$18,635.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ultimo Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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"> • Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: All of our Aboriginal and Torres Strait Islander students have a PLSP that has been developed in consultation with families, students and teachers. A focus on our Aboriginal students in the higher grades during Semester 1 was a priority to ensure that any gaps that had been created due to COVID</p>

<p>Aboriginal background</p> <p>\$18,635.00</p>	<p>were addressed prior to these students transitioning to high school. Many of our Aboriginal students accessed tiered intervention in literacy (MuliLit) to ensure that they achieved above the national minimum standards.</p> <p>After evaluation, the next steps to support our students will be: Strengthened connections to the local AECG and community to ensure that we are providing opportunities for the UPS community to grown and connect.</p>
<p>English language proficiency</p> <p>\$209,740.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ultimo Public School.</p> <p>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"> • Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • establish a core practice for supporting students learning English as an Additional Language or Dialect • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: EAL/D students have been supported through explicit tiered interventions across the school. EAL/D specialist staff provided ongoing support to classroom teachers. We prioritised building the capacity of staff to ensure universal strategies for our EAL/D learners where visble in all classrooms across the school.</p> <p>Co-teaching pedagogy between our EAL/D and classroom teachers was strengthened in 2022. Support was in-class and aligned closely with stage programs. Our teachers refined how they could best support the needs of EAL/D.</p> <p>After evaluation, the next steps to support our students will be: The continuation of professional learning for all staff in relation to EAL/D learners is essential for the ongoing improvement across the school.</p> <p>Our increased enrolments has seen an increased number of students requiring EAL/D support across the school. Specialist staff will continue to be assigned to stage groups to streamline case load management and maximise support provided to stage teams.</p> <p>The reporting to parents process for our EAL/D learners will also need to be reviewed and refined for 2023.</p>
<p>Low level adjustment for disability</p> <p>\$115,220.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Ultimo Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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"> • Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the

<p>Low level adjustment for disability</p> <p>\$115,220.00</p>	<p>employment of School Learning and Support Officers</p> <ul style="list-style-type: none"> • 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 • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: A streamlined Learning and Support Team process continues to be in place where all staff are responsible for early intervention and seeking recommendations for students in their class, grade and/or stage. Co-teaching pedagogy has continued between LST specialist staff, SLSO's and classroom teachers. This practice has supported students in an inclusive environment.</p> <p>Appointing a new Learning and Support Teacher will be a priority for 2022. This new position will support our APLW to implement targeted, strategic interventions across the school.</p> <p>The tracking and monitoring of our students has continued to accelerate across the school. Clear protocols are in place and these are regularly reviewed by all staff including in stage, leadership and LST meetings.</p> <p>After evaluation, the next steps to support our students will be: The implementation of the new Inclusive, Engaging and Respectful Schools policy will be implemented in 2023 so a review of current practices will be required and additional professional learning for staff is essential.</p> <p>Additional intervention programs will also be investigated, particularly in the areas of language development/disorders, ASD and ADHD learners.</p>
<p>Professional learning</p> <p>\$30,508.83</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 Ultimo 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"> • Curriculum <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 reading and explore modelled, interactive, guided and independent reading • Utilising APCI and CoSiES to lead professional learning for the implementation of the K-2 new syllabus ready for implementation in 2023. <p>The allocation of this funding has resulted in the following impact: Ongoing and targeted professional learning in the area of reading pedagogy was a focus throughout 2022. A consistent approach to the teaching of reading across K-2 and 3-6 was developed and supported across the school. As a result, our students achieved higher levels of attainment and engagement throughout the year.</p> <p>After evaluation, the next steps to support our students will be: A continuation of the support across the school is required in the area of reading however, the whole school focus will shift to the area of numeracy. The APCI will support staff through professional learning, implementation of the new K-2 curriculum, in-class support and models of feedback. Teaching sprints will also be utilised in 2023 to ensure that teachers are drivers of their own learning.</p>
<p>Literacy and numeracy</p> <p>\$11,450.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ultimo Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Literacy and numeracy</p> <p>\$11,450.74</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Continuous Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Assistant Principal Curriculum and Instruction to provide targeted intervention to students across K-2. <p>The allocation of this funding has resulted in the following impact: A consistent, whole school approach to the teaching and learning of literacy was the focus for 2022. Targeted professional learning for staff, both individually and within co-teaching and stage groupings. Regular feedback from expert teachers and regular in-class support with the purpose of improving pedagogy and practice. All literacy sessions across the school were co-taught and lessons were targeted to the individual needs of students.</p> <p>After evaluation, the next steps to support our students will be: The continuation of targeted support across the school will be a priority. The focus for 2023 will be in the area of numeracy. Closer tracking and monitoring of student progress with a focus on all students achieving expected growth will be demonstrated using PLAN2. In 2023 numeracy will be co-taught, to allow teachers to ensure targeted differentiation for all students.</p>
<p>QTSS release</p> <p>\$78,146.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ultimo Public School.</p> <p>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"> • Continuous Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: In 2022, a second APCI was employed to ensure a consistent, whole school approach to the teaching and learning of literacy and numeracy. Targeted professional learning for staff, both individually and within co-teaching and stage groupings was achieved. Regular feedback from expert teachers and regular in-class support with the purpose of improving pedagogy and practice was evident. Our APCI support provided targeted support to staff across the school to ensure that all students achieved academic attainment.</p> <p>After evaluation, the next steps to support our students will be: The continuation of an additional APCI at UPS is required to meet the targets identified for our school. The introduction of clear class, grade and stage targets will need to be identified, tracked and monitored throughout the year. Teaching sprints will be introduced and supported by the APCI.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ultimo Public School who may be at risk of not meeting minimum standards.</p> <p>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"> • Continuous Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy

<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>learning needs and implement differentiated and personalised intervention for students</p> <p>The allocation of this funding has resulted in the following impact: A consistent, whole school approach to the teaching and learning of literacy was the focus for 2022. Targeted professional learning for staff, both individually and within co-teaching and stage groupings. Regular feedback from expert teachers and regular in-class support with the purpose of improving pedagogy and practice. All literacy sessions across the school were co-taught and lessons were targeted to the individual needs of students.</p> <p>After evaluation, the next steps to support our students will be: The continuation of targeted support across the school will be a priority. The focus for 2023 will be in the area of numeracy. Closer tracking and monitoring of student progress with a focus on all students achieving expected growth will be demonstrated using PLAN2. In 2023 numeracy will be co-taught, to allow teachers to ensure targeted differentiation for all students.</p>
<p>COVID ILSP</p> <p>\$57,426.00</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 intensive small group tuition for identified students who were working below expected stage outcomes in reading. • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Targeted intervention for students in Years 1-6 was implemented in the area of reading. Both MiniLit and Macqlit programs were implemented across the school. 38 students accessed the program with 18 children graduating successfully from the program. The remaining students will continue the program in 2023.</p> <p>After evaluation, the next steps to support our students will be: The implementation of this initiative has been hugely successful across the school. We have committed to expanding this initiative into 2023, regardless of COVID ILSP funding, to ensure that we can maximise the number of students who are able to access targeted tiered intervention in the early years.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	150	177	189	206
Girls	164	202	219	233

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.7	94.2	96.4	90.3
1	92.6	93.4	94.5	91.7
2	95.3	93.3	95.1	88.6
3	95.2	91.7	94.8	91.4
4	92.7	92.5	94.7	90.7
5	94.0	94.1	93.6	90.8
6	95.4	93.4	92.9	88.3
All Years	93.9	93.2	94.8	90.3
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
Assistant Principal(s)	3
Classroom Teacher(s)	18.28
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher ESL	1.4
School Administration and Support Staff	3.02
Other Positions	1

*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	377,047
Revenue	4,967,793
Appropriation	4,450,712
Sale of Goods and Services	67,703
Grants and contributions	441,103
Investment income	5,876
Other revenue	2,400
Expenses	-5,014,053
Employee related	-4,300,506
Operating expenses	-713,547
Surplus / deficit for the year	-46,259
Closing Balance	330,788

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	139,018
Equity Total	361,737
Equity - Aboriginal	18,636
Equity - Socio-economic	18,139
Equity - Language	209,740
Equity - Disability	115,221
Base Total	3,325,143
Base - Per Capita	103,093
Base - Location	0
Base - Other	3,222,050
Other Total	369,810
Grand Total	4,195,708

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

Data taken from the Tell Them Surveys in 2022:

Students (Years 4-6 only)

- 96% of students participated in school sports and clubs
- 84% of students with positive relationships at school
- 98% of students experienced positive behaviour at school
- 81% of students identified themselves as being intellectually engaged through quality instruction
- School mean 8.1: students believed there were high expectations for success
- 89% of students value schooling outcomes

Parents

- School mean 6.6: parents feel welcome and can easily speak with their child's teacher
- 79% of parents surveyed had organised formal meetings with their child's teacher on more than 2 occasions
- 25% of parents were involved in school committees, e.g. P&C
- School mean 7.1: Parents believe that teachers support positive behaviour at school
- Parents have had input into; school planning, development or review of school policies, teaching practices, curriculum and school reporting procedures, school canteen

Teachers

- School mean 7.9: Teachers work within a collaborative environment
- School mean 7.9: There is a positive learning culture at Ultimo Public School
- School mean 7.9: Data informed practice drives the teaching and learning cycle
- School mean 7.9: Teachers use a variety of teaching strategies to support the individual learning needs of students
- School mean 8.2: Ultimo Public School is an inclusive school where positive behaviour is valued
- 90% aligned their practice to the strategic vision and values of Ultimo Public School

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.