

2022 Annual Report

Uralla Central School



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Introduction

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

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

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School vision

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

School context

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

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Monitor and support student progress and achievement.

Resources allocated to this strategic direction

Low level adjustment for disability: \$187,322.57

Integration funding support: \$197,409.00

English language proficiency: \$2,400.00

Summary of progress

In 2022 an individual intensive tutoring program in Literacy and Numeracy of targeted students K-12 was developed. Learning teams met to plan, write and evaluate Individual Education Plans/Individual Learning Plans as part of a differentiated, individualised student learning support program. Literacy & Numeracy differentiation & intervention was embedded in whole school practices. Above entitlement stage-based teaching & SLSO staff were employed, in collaboration with the Assistant Principal Curriculum and Instruction, Head of Wellbeing and Deputy Principal. to:

- develop literacy & numeracy face-to-face in-class differentiation & intervention timetable based on student needs analysis
- continue to review the timetable to maximise optimum differentiated learning needs
- ensure identification of high potential students from low socio-economic backgrounds and with disability

The implementation involved the analysis of relevant data to identify student need, create relevant small groups and then embed tuition sessions within the fortnightly timetable. Data was analysed every five weeks to further refine the tuition and move students on or off the program according to point of need.

Student growth and achievement has been steady. In some areas student achievement has exceeded targets whereas in others targets have not been met. Teachers now routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. Teachers use summative assessment as a tool that supports learning across the school.

It would be fair to say that student growth and attainment is still being impacted by the lingering effects of the pandemic and this is also being exacerbated by issues connected to staffing.

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 - Reading (Primary) The proportion of Year 3 and 5 students achieving in the top 2 NAPLAN bands in Reading will be at or above the system-negotiated lower bound target of 38.1%.	2022 NAPLAN data indicates 21.21% of students in the top two skill bands for Reading indicating that the school is working towards the system negotiated target.
NAPLAN Top 2 Bands - Numeracy (Primary)	2022 NAPLAN data indicates 12.90% of students in the top two skill bands for Numeracy indicating that the school is working towards the system

<p>The proportion of Year 3 and 5 students achieving in the top 2 NAPLAN bands in Numeracy will be at or above the system-negotiated baseline target of 46.9%.</p>	<p>negotiated target.</p>
<p>NAPLAN Expected Growth - Reading (Primary)</p> <p>The proportion of students achieving expected growth in NAPLAN Reading between Year 3 and 5 will be at or above the system-negotiated baseline target of 53.1%.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>NAPLAN Expected Growth - Numeracy (Primary)</p> <p>The proportion of students achieving expected growth in NAPLAN Numeracy between Year 3 and 5 will be at or above the system-negotiated baseline target of 46.9%.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>NAPLAN Top 2 Bands - Reading (Secondary)</p> <p>The proportion of Year 7 and 9 students achieving in the top 2 NAPLAN bands in Reading will be at or above the system-negotiated lower bound target of 16.1%.</p>	<p>2022 NAPLAN data indicates 21.43% of students in the top two skill bands for Reading indicating the school exceeded the system negotiated target.</p>
<p>NAPLAN Top 2 Bands - Numeracy (Secondary)</p> <p>The proportion of Year 7 and 9 students achieving in the top 2 NAPLAN bands in Numeracy will be at or above the system-negotiated lower bound target of 16.2%.</p>	<p>2022 NAPLAN data indicates 0% of students are in the top two skill bands for Numeracy indicating the school did not achieve the system negotiated target</p>
<p>NAPLAN Expected Growth - Reading (Secondary)</p> <p>The proportion of students achieving expected growth in NAPLAN Reading between Year 7 and 9 will be at or above the system-negotiated baseline target of 51.5%.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>NAPLAN Expected Growth - Numeracy (Secondary)</p> <p>The proportion of students achieving expected growth in NAPLAN Numeracy between Year 7 and 9 will be at or above the system-negotiated baseline target of 64.9%.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>HSC Achievement - Top 2 Bands</p> <p>The proportion of Year 12 students achieving in the top 2 HSC bands will be at or above the system-negotiated baseline target of 13.8%.</p>	<p>An increased percentage of students attained results in the top two bands demonstrating progress toward the lower bound target.</p>
<p>HSC Achievement - Top 3 Bands</p>	<p>An increased percentage of students attained results in the top three bands</p>

<p>The proportion of Year 12 students achieving in the top 3 HSC bands will be at or above the system-negotiated baseline target of 45.0%.</p>	<p>demonstrating progress toward the lower bound target.</p>
<p>SEF Assessment</p> <p>The school will be validated as Sustaining and Growing in the Element of Assessment using the School Excellence Framework.</p>	<p>Uralla Central School teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. Teachers use summative assessment as a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning. Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning. There is a whole school monitoring system used to monitor student learning. The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.</p>

Strategic Direction 2: Staff Expertise and Collaboration

Purpose

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

Initiatives

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

- Quality Teaching Rounds.

Resources allocated to this strategic direction

Socio-economic background: \$396,574.69

Professional learning: \$41,818.41

Aboriginal background: \$165,955.16

AP Curriculum & Instruction: \$180,685.20

QTSS release: \$25,972.15

Summary of progress

In 2022 Quality Teaching Rounds (QTR) facilitator training was accessed by the Assistant Principals Curriculum and Instruction and they subsequently led a high impact approach to professional development and implementation of the Quality Teaching Model (QTM) that produced a shared vision of quality teaching and learning with all teaching staff. Quality Teaching Round teams were developed and following a five week cycle QTRs were implemented in second semester 2022. Student engagement and behaviour data has demonstrated a positive upward trend across the school.

Teachers have engaged in collaborative professional learning focusing on pedagogy and analyse their own and others' teaching within PLTs through QTR and are provided with specific feedback about their lessons. They work collaboratively to ensure their pedagogy aligns with Quality Teaching practices that are shown through research to improve student outcomes. Beginning teachers have developed strong connections with colleagues through collaboration in professional learning teams (PLT) as part of QTR.

Lock-down requirements through part of 2022 hindered the implementation of QTM training but staff collectively agreed to complete the training after hours. Teacher buy-in has exceeded expectations and augurs well for 2023 and the further embedding of the model in day-to-day teaching practice.

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
SEF - Effective Classroom Practices The school will be validated as Sustaining and Growing in the element of Effective Classroom Practices.	Uralla Central School's teachers collaborate across stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. The teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.
SEF - Curriculum The school will be validated as	Uralla Central School's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school

<p>Sustaining and Growing in the Element of Curriculum using the School Excellence Framework.</p>	<p>monitors and reviews its curriculum provision to meet changing requirements of the students. The teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.</p>
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Strategic Direction 3: Engaging Learning Environment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Per capita: \$96,058.00

Student support officer (SSO): \$96,058.00

Location: \$20,441.64

Summary of progress

In 2022 an audit of all aspects of Sentral/Canvas/Edval was carried out to identify target areas for synchronisation where available. Staff turnover necessitated the training of an entirely new team, specifically with Edval. The school newsletter dilemma has not progressed, partly because of ongoing negotiations to reform the school P&C association (which eventually took place during Term 4). A raft of student wellbeing activities took place including Police Youth Liaison talks, Tomorrow Man and Woman sessions (Stage 5 & 6), Safe on Social Media (Stages 3-6) and other bespoke school developed programs e.g., Middle School Girls and Boys programs. The digital messaging system was implemented and the Forge wellbeing system was implemented, although impeded somewhat by lock-down periods.

Student wellbeing data was mixed in that it appears that the efforts of the school and programs implemented have had a positive impact within the 7-12 space but this has not been mirrored within the K-6 space.

In line with data across the state and indeed, nationally and internationally the combined impact of the pandemic and the staffing crisis can only be said to be having an ongoing negative impact on teachers and efforts of staff to arrest areas of concern. The inability to ensure staffing and curriculum continues to impact negatively on staff morale, student wellbeing and community confidence.

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 - Primary The proportion of Year 4, 5 and 6 students identifying positive wellbeing as recorded in the three TTFM measures will be at or above the system-negotiated baseline target for wellbeing of 83.3%.	Tell Them From Me (TTFM) data shows students reporting positive wellbeing outcomes has decreased across the positive wellbeing measures.
Wellbeing - Secondary The proportion of Year 7 to 12 students identifying positive wellbeing as recorded in the three TTFM measures will be at or above the system-negotiated baseline target of 54.4%.	Tell Them From Me data shows students reporting positive wellbeing outcomes has increased across the positive wellbeing measures and exceeded the system-negotiated target.

<p>Attendance - Secondary</p> <p>Increase the percentage of students attending 90%+ of the time to the baseline target of 53.7%.</p>	<p>The number of students attending school 90% of the time or more has decreased.</p>
<p>Attendance - Primary</p> <p>Increase the percentage of students attending 90%+ of the time to the baseline target of 73.6%.</p>	<p>The number of students attending school 90% of the time or more has decreased.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$197,409.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Uralla Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • Monitor and support student progress and achievement. <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 Quality Teaching Rounds • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' Personalised Learning and Support Plans (PLSP). <p>The allocation of this funding has resulted in the following impact: All students who attract Integration Funding Support being supported by School Learning Support Officers in all areas of their learning on a daily basis.</p> <p>After evaluation, the next steps to support our students will be: To further enhance the capacity of School Learning Support Officers to enable them to provide improved learning support. Further upskilling of classroom teachers will be pursued to ensure that the skills of School Learning Support Officers are maximised.</p>
<p>Socio-economic background</p> <p>\$396,574.69</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Uralla Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Rounds. <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 Quality Teaching Rounds to support student learning • staff release to increase community engagement • 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: All staff have participated in initial Quality Teaching coding of lesson extracts. First cohort of staff have participated in first Quality Teaching Rounds.</p> <p>After evaluation, the next steps to support our students will be: By the end of 2023 all staff, including new appointments will have completed initial Quality Teaching Rounds training and will have completed one session of Quality Teaching Rounds.</p>
<p>Aboriginal background</p> <p>\$165,955.16</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Uralla Central School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$165,955.16</p>	<p>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"> • Quality Teaching Rounds. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Creation of school literacy resources embedding local language • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. <p>The allocation of this funding has resulted in the following impact: All staff have participated in initial Quality Teaching Rounds Training and first cohort of staff have completed initial Quality Teaching Round sessions.</p> <p>After evaluation, the next steps to support our students will be: The establishment of a robust system of Personalised Learning Programs regularly accessed by all staff and regularly systematically reviewed by the Learning Support Team. The creation of a Yarning Circle to further enhance cultural inclusion within the wider school community.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Uralla Central School.</p> <p>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"> • Monitor and support student progress and achievement. <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 • employment of additional staff to support delivery of targeted initiatives. <p>The allocation of this funding has resulted in the following impact: Targeted, individualised support being provided to identified students. All identified students have Individual Learning Plans created and regularly updated.</p> <p>After evaluation, the next steps to support our students will be: The development of an executive role to embed cultural inclusion across the K-12 continuum and across all Key Learning Areas.</p>
<p>Low level adjustment for disability</p> <p>\$187,322.57</p>	<p>Low level adjustment for disability equity loading provides support for students at Uralla Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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"> • Monitor and support student progress and achievement. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging a Learning and Support teacher to work with individual students

<p>Low level adjustment for disability</p> <p>\$187,322.57</p>	<p>and in a case management role within the classroom/whole school setting</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech and Occupational Therapy programs developed by specialists • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of an Occupational Therapist to provide intervention programs that support student needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students. <p>The allocation of this funding has resulted in the following impact: All students with educational disadvantage supported with targeted and differentiated teaching and learning and this was organised to provide optimal in-class support.</p> <p>After evaluation, the next steps to support our students will be: To embed the process of learning teams collaboratively meeting, writing and evaluating all Individual Learning Plans for identified students. Ensuring that all teachers access and act upon identified student plans.</p>
<p>Location</p> <p>\$20,441.64</p>	<p>The location funding allocation is provided to Uralla Central 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"> • Contemporary Learning Environments. <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Subsidising student excursions to enable all students to participate • student assistance to support excursions • technology resources to increase student engagement • incursion expenses. <p>The allocation of this funding has resulted in the following impact: The installation of a digital messaging platform across the school. The implementation of a simplified digital wellbeing data program to regularly capture student wellbeing snapshots across the school term.</p> <p>After evaluation, the next steps to support our students will be: A continuation of existing programs and further expansion of them.</p>
<p>Professional learning</p> <p>\$41,818.41</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 Uralla Central 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"> • Quality Teaching Rounds. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Learning leaders attended Quality Teaching Program facilitator training. <p>The allocation of this funding has resulted in the following impact: Two lead learners fully trained in the Quality Teaching Program as facilitators. They have subsequently lead the initial training of all other teaching staff and lead the first Instructional round sessions.</p> <p>After evaluation, the next steps to support our students will be:</p>

Professional learning \$41,818.41	<p>The expansion of the Instructional round sessions so that all staff have participated.</p>
QTSS release \$25,972.15	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Uralla Central 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"> • Quality Teaching Rounds. <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 • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • additional teaching staff to implement quality teaching initiatives. <p>The allocation of this funding has resulted in the following impact: All teachers have completed initial Quality Teaching Round training. All eligible teachers have been allocated time and mentoring support to successfully complete their NESA accreditation requirements.</p> <p>After evaluation, the next steps to support our students will be: All eligible teachers will participate in their first Instructional rounds sessions.</p>
COVID ILSP \$169,526.00	<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"> • Employment of teachers/educators to deliver small group tuition • providing intensive small group tuition for identified students • employing/releasing staff to coordinate the program • leading/providing professional learning for COVID educators. <p>The allocation of this funding has resulted in the following impact: The creation of a small group and one-to-one high intensity tuition program targeted at identified students across K-10. This subsequently resulted in the positive growth of all identified students in focus areas.</p> <p>After evaluation, the next steps to support our students will be: The extension of the program where possible through the allocation of further funding.</p>
Student support officer (SSO) \$96,058.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Uralla Central 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"> • Student Wellbeing. <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Implementation of Forge Wellbeing program

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<ul style="list-style-type: none"> • Implementation of school-based wellbeing programs targeted at specific groups e.g. Middle School Girls. <p>The allocation of this funding has resulted in the following impact: Timely identification of student wellbeing concerns and accessing of other Departmental and external agency support. Development of targeted wellbeing programs to specific groups of students to proactively engage with students.</p> <p>After evaluation, the next steps to support our students will be: To further expand the role of the SSO across the whole K-12 continuum. SSO to lead the evaluation of Forge data with Head of Wellbeing to develop holistic wellbeing programs.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	167	169	160	156
Girls	176	172	162	143

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 has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.5	94.3	93.3	85.9
1	91.2	93.0	85.2	88.3
2	92.1	89.7	87.8	84.4
3	93.5	91.2	86.8	82.5
4	91.8	92.7	86.1	83.1
5	92.1	91.0	89.6	79.5
6	91.3	93.1	86.7	81.4
7	91.1	87.5	86.8	78.0
8	87.6	87.9	80.7	79.3
9	83.4	86.6	79.3	71.9
10	86.3	82.0	78.9	67.0
11	80.2	86.3	50.2	79.7
12	80.4	84.6	81.4	66.2
All Years	88.6	89.0	82.7	78.0
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
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	91.0	91.1	89.8	85.1

Management of non-attendance

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

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	10
Employment	N/A	1	60
TAFE entry	1	N/A	N/A
University Entry	N/A	N/A	30
Other	14	N/A	N/A
Unknown	N/A	1	N/A

Year 12 students undertaking vocational or trade training

8.57% of Year 12 students at Uralla Central School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

50% of all Year 12 students at Uralla Central School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	3.2
Head Teacher(s)	4
Classroom Teacher(s)	15.74
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	8.59
Other Positions	0.6

*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	346,299
Revenue	6,197,148
Appropriation	6,064,596
Sale of Goods and Services	30,647
Grants and contributions	54,277
Investment income	5,354
Other revenue	42,273
Expenses	-5,899,335
Employee related	-5,199,334
Operating expenses	-700,002
Surplus / deficit for the year	297,812
Closing Balance	644,111

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	197,409
Equity Total	752,252
Equity - Aboriginal	165,955
Equity - Socio-economic	396,575
Equity - Language	2,400
Equity - Disability	187,323
Base Total	3,898,231
Base - Per Capita	81,363
Base - Location	20,442
Base - Other	3,796,426
Other Total	703,506
Grand Total	5,551,398

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.

School performance - HSC

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

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

Parent/caregiver, student, teacher satisfaction

- 86% of students report that they have high expectations of success at school and that they believe their teachers expect them to succeed
- 62% of male students (9-12) believe that they are supported by the school in their learning
- 83% of female students believe that strong systems are in place to support the wellbeing of students
- 96% of Year 6 students now transition into Year 7 at the school
- Parent engagement in their children's education and with the school in general continues to grow. After a hiatus of a number of years the Parents & Citizens Association has reformed.
- 96% of staff state that they enjoy working at Uralla Central School and believe that they have a positive impact on the lives of students

Policy requirements

Aboriginal Education Policy

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.