

2023 Annual Report

Ulladulla Public School



3302

Introduction

The Annual Report for 2023 is provided to the community of Ulladulla Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

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School vision

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

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

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

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

School context

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

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

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Numeracy
- Literacy

Resources allocated to this strategic direction

Socio-economic background

Per capita

English language proficiency

AP Curriculum & Instruction

Low level adjustment for disability

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
More than 70% of students will achieve 22 months growth in reading age, based on YARC and Benchmark assessments, from Year 3 to Year 5.	62.35% of Yr 5 students have made growth of 22 months or more in reading age between Yr 3 to Yr 5 in 2023 based on YARC and Benchmark assessments.
Increase the percentage of students correctly answering questions in the Number Sense and Algebra domain in the Check In Assessment (Years 4-6) by 6%.	Using Check In assessment data we found: 72% of Year 5 students achieved growth in numeracy between 2021 and 2023. 3% of students had 0% growth. 25% of students had negative growth. Additionally: Individual grade results: Year 4: Questions correct: Growth of 3.3% % of students answering correctly: Growth of 15.7% Year 5: Questions correct: Growth of 3.3% % of students answering correctly: Growth of 12.3% Year 6: Questions correct: Growth of 5.9%

Increase the percentage of students correctly answering questions in the Number Sense and Algebra domain in the Check In Assessment (Years 4-6) by 6%.

% of students answering correctly: Growth of 4.9%

School Average:

Questions correct: Growth of 4.16%

% of students answering correctly: 10.96%

Strategic Direction 2: Effective Teaching Practice

Purpose

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

Initiatives

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

- Effective Feedback
- Data Driven Practices

Resources allocated to this strategic direction

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
More than 70% of students will achieve 22 months growth in reading age, based on YARC and Benchmark assessments.	62.35% of Yr 5 students have made growth of 22 months or more in reading age between Yr 3 to Yr 5 in 2023 based on YARC and Benchmark assessments.
More than 70% of students will achieve growth in numeracy, based on Check-In assessments, from Year 3 to Year 5.	Using Check In assessment data we found: 72% of Year 5 students achieved growth in numeracy between 2021 and 2023. 3% of students had 0% growth. 25% of students had negative growth. Additionally: Individual grade results: Year 4: Questions correct: Growth of 3.3% % of students answering correctly: Growth of 15.7% Year 5: Questions correct: Growth of 3.3% % of students answering correctly: Growth of 12.3% Year 6: Questions correct: Growth of 5.9% % of students answering correctly: Growth of 4.9% School Average:

More than 70% of students will achieve growth in numeracy, based on Check-In assessments, from Year 3 to Year 5.

Questions correct: Growth of 4.16%

% of students answering correctly: 10.96%

Strategic Direction 3: Quality Systems and Structures

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background

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-SAS indicates that we have moved from Sustaining and Growing further towards Excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of a planned approach to wellbeing.
A further uplift of 2% in students experiencing positive wellbeing above the lower bounds total in the Tell Them From Me survey. An uplift of 7.5% in students sense of belonging as identified in Tell Them From Me survey.	Tell Them From Me data indicates that fewer students reported a positive sense of wellbeing than in 2022 (Expectations for success, advocacy, and sense of belonging at school). This is below the lower bound target. Tell Them from Me data indicated that 51% of students report they have a positive sense of belonging, compared to 81% from the Government norm. This is also below the lower bound target.
An uplift of 3.1% in student attendance attending 90% of the time or more from the baseline data to meet the lower bound.	The number of students attending greater than 90% of the time or more has decreased by 13.2% since 2022, however this figure was significantly affected by the COVID protocols for students and the lower bound targets have not yet been achieved.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$15,903.00</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 Ulladulla Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <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: All students making learning gains in English learning proficiency phases.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$262,635.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ulladulla Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <p>The allocation of this funding has resulted in the following impact: All students with IFS funding successfully supported with SLSO to ensure differentiation and engagement in all school opportunities.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide all IFS students with targeted support and interventions.</p>
<p>Socio-economic background</p> <p>\$312,953.04</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ulladulla Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Quality System and Structures to enhance positive school culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support synthetic phonics literacy program implementation. • 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: Year 3 and 5 NAPLAN Reading above SSSG.</p>

<p>Socio-economic background</p> <p>\$312,953.04</p>	<p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students will be: continue to provide human resources and in class support to cater for the diversity of learning needs; continue to train and top-up teachers and SLSO's to implement programs consistently and effectively.</p>
<p>Aboriginal background</p> <p>\$92,329.23</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ulladulla Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key 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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students • 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 • creation of school literacy resources embedding local language <p>The allocation of this funding has resulted in the following impact: Employment of AEO has seen increased community engagement and involvement as well as external agencies such as Wollongong University, Waminda etc..</p> <p>After evaluation, the next steps to support our students will be: Continue to engage and support families through the PDP process; engage families in cultural activities; look for opportunities to continue to integrate local language and provide professional development and support for staff from AEO.</p>
<p>English language proficiency</p> <p>\$11,036.35</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ulladulla Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phases • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Students targeted making significant gains in English Proficiency phases.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to continue to provide support for EALD students as needed.</p>
<p>Low level adjustment for disability</p> <p>\$240,406.41</p>	<p>Low level adjustment for disability equity loading provides support for students at Ulladulla Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Low level adjustment for disability</p> <p>\$240,406.41</p>	<ul style="list-style-type: none"> • Literacy <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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$18,227.85</p>	<p>The location funding allocation is provided to Ulladulla Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <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 <p>The allocation of this funding has resulted in the following impact: Giving students the opportunity to attend excursions where they would normally not have attended.</p> <p>After evaluation, the next steps to support our students will be: Continuing to support students and families to attend excursions.</p>
<p>Professional learning</p> <p>\$61,043.44</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Ulladulla Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Increased capacity of all teachers to deliver consistent pedagogy in Literacy and Numeracy. * Development of highly impactful programs K to 6 in alignment with English and Mathematics Syllabus. * 7 teachers identified to increase leadership aspirations and capacity through attending 3 Rivers 4 Learning professional development and completing the equivalent of 50% of a masters degree. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Continue to develop staff and use the professional learning funds to train and support staff in Literacy and Numeracy Practices. * Offer the 3 Rivers 4 Learning professional learning to another group of staff. * Continue to build the leadership, capacity and capability of all staff

Professional learning \$61,043.44	members.
Beginning teacher support \$27,063.32	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Ulladulla Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • reduced responsibilities or teaching loads sufficient to support the development of their skills • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. <p>The allocation of this funding has resulted in the following impact: Beginning Teachers gaining an increased understanding of proficiency standards and worked with a mentor to assist with accreditation processes and procedures. Increased knowledge and understanding of behavior management practices.</p> <p>After evaluation, the next steps to support our students will be: Continue to support Beginning Teachers through existing support mechanisms embedded within the school.</p>
QTSS release \$151,866.14	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ulladulla Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Assistant Principals developing a deeper understanding of new curriculum knowledge and student achievement in grades and stages. All staff been allocated time for curriculum reform.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide time for Assistance Principals to develop their educational leadership practices and professional learning goals and to support the operation and development of stage teams.</p>
COVID ILSP \$174,083.56	<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 2023.</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>

<p>COVID ILSP</p> <p>\$174,083.56</p>	<ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals .</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Continue to track and monitors achievement and student growth in Literacy and Numeracy.</p>
<p>Per capita</p> <p>\$194,294.58</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Ulladulla Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Training provided for TLuSP five day course along with YARC and Benchmark training. Refresher course for Assistant Principals and evaluation of assessment scheduled. <p>The allocation of this funding has resulted in the following impact: * continued consistency in practice and enhanced understanding of TLuSP practices resulting in higher student achievement and growth in areas of Literacy.</p> <p>After evaluation, the next steps to support our students will be: Continue to provided explicit and consistent training and pedagogical approaches to Literacy across all K to 6 classrooms. Develop a framework for demonstration.</p>
<p>AP Curriculum & Instruction</p> <p>\$248,140.80</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum <p>The allocation of this funding has resulted in the following impact: Improved teaching and learning of all staff across the school. Increased support for staff to develop capacity and capability in Literacy and Numeracy. Increased frequency of demonstration lessons and team teaching lessons to support the school ethos of collaborative improvement.</p> <p>After evaluation, the next steps to support our students will be: Continue to refine the roles of APC&I and to continue to develop middle leaders to understand the need for consistent practices for data collection</p>

AP Curriculum & Instruction

\$248,140.80

and student progress monitoring across the school.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	373	379	372	355
Girls	360	366	341	335

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.2	93.4	88.8	91.8
1	93.3	92.2	89.2	90.3
2	93.5	92.2	87.7	91.6
3	92.5	92.1	85.8	91.8
4	93.4	91.2	86.6	89.5
5	93.2	90.5	84.6	89.8
6	93.3	91.2	85.9	89.0
All Years	93.5	91.8	86.9	90.5
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	6.6
Classroom Teacher(s)	31.21
Learning and Support Teacher(s)	1.4
Teacher Librarian	1.2
School Administration and Support Staff	9.47

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	228,575.06
Revenue	8,564,006.11
Appropriation	8,394,330.16
Sale of Goods and Services	6,266.84
Grants and contributions	150,392.79
Investment income	11,016.32
Other revenue	2,000.00
Expenses	-8,496,504.46
Employee related	-8,069,729.77
Operating expenses	-426,774.69
Surplus / deficit for the year	67,501.65
Closing Balance	296,076.71

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.

	2023 SBAR Adjustments (\$)
Targeted Total	194,823
Equity Total	656,725
Equity - Aboriginal	92,329
Equity - Socio-economic	312,953
Equity - Language	11,036
Equity - Disability	240,406
Base Total	6,296,817
Base - Per Capita	194,295
Base - Location	18,228
Base - Other	6,084,295
Other Total	620,628
Grand Total	7,768,993

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

This year UPS parents were given the opportunity to provide feedback through the School Climate Survey. The results were positive for our school with key themes being supportive staff, positive communication between home and school; positive energy around the school. Areas for consideration and concern were to do with infrastructure and grounds. The general appeal of the school and the maintenance plus the student toilets were highlighted as areas for improvement.

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.