

# 2023 Annual Report

## Ulong Public School



3304

# Introduction

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

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

## School contact details

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## Message from the principal

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It is with great pleasure and pride that I present to you the Annual School Report of Ulong Public School for the 2023 academic school year. The past year has been a journey filled with growth, learning, and remarkable achievements for our students and staff alike. As we reflect on the milestones we've reached and the challenges we've overcome, it's clear that together, we have continued to uphold our commitment to excellence in education. **Academic Success:** I am thrilled to report that our students have once again demonstrated outstanding academic performance across all levels. Through their dedication, hard work, and the guidance of our exceptional teaching staff, our students have excelled in various subjects, showcasing their intellect and determination. **Extracurricular Excellence:** Beyond the classroom, our students have actively participated in a diverse range of extracurricular activities. From sports and arts to community service initiatives, they have shown exceptional talent, teamwork, and leadership skills, enriching their overall educational experience. **Parent and Community Engagement:** Our school community thrives on the support and involvement of parents, guardians, and community members. Through their continued engagement in school events, fundraisers, and parent-teacher collaborations, we have fostered a strong sense of partnership, enhancing the educational journey of our students. **Staff Dedication:** I extend my heartfelt appreciation to our dedicated team of service providers e.g.; speech therapists, occupational therapists and physiotherapists, educators and staff members who have worked tirelessly to create a nurturing and conducive learning environment for our students. Your passion, commitment, and innovative approaches to teaching have truly made a difference in the lives of our students. **Looking Ahead:** As we embark on a new academic year, we remain committed to our mission of providing holistic education that empowers students to thrive academically, socially, and emotionally. Together, we will continue to inspire curiosity, foster creativity, and cultivate a love of learning in every child. **In conclusion,** I would like to express my gratitude to each and every member of our school community for your unwavering support and dedication. Together, we have achieved remarkable success, and I am confident that with our continued collaboration, we will reach even greater heights in the years to come.

## Message from the school community

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Message from a parent.

Being a member of the Ulong community and a parent whose children currently attend Ulong Public School, I have witnessed parent have witnessed and made close observations in regards to the way the school operates and functions as a whole and as a small school.

Being in a small school I have observed all teaching staff go above and beyond all expectations attempting to help each and every child grow, develop and reach all personal goals.

Ulong Public School, have a open door policy and as parents, having the opportunity to communicate openly and freely with teachers, staff, and administrators has been invaluable to us. Knowing that we can easily schedule meetings, drop by for a quick chat, or reach out via email to discuss any concerns or questions we may have has provided us with a

sense of reassurance and confidence in our children's education. I believe it is extremely important for a child's learning and development. A lot of children do not come from a loving background so for a child to go to a school full of acceptance and have this experience of such openness and nurturing arms, I believe strongly is life changing and sets Ulong Public School apart from the rest.

Teaching staff have an open line of communication with parents. Whether it be in respects to important issues and information, interviews, reports, learning platforms/experiences and feedback, staff at Ulong Public School reach beyond all expectations and their approaches to learning help each and every student reach their full potential.

Ulong Public School is different to a lot of schools. The results as to which I have witnessed in each and every student being a parent speak for themselves both academically and personally. It is because of our experience within Ulong Public School, a small school, that I am a proud parent to not only support Ulong public School but allow my children to attend this school in which we take such pride.

### Message from the students

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I, Jovi a year 4 student at Ulong Public school wanted to write to you about my school because it's a really special place. At Ulong school, we learn lots of things, but one of the most important things we learn is how to be kind to each other and how to treat everyone fairly.

Our teachers always tell us that it doesn't matter what we look like or where we come from; we're all friends here. We have friends from lots of different backgrounds, and we get to learn about their cultures and traditions, which is so cool! Our 3 expectations of PBL are drilled in to us and they are respect, responsibility and personal best. We receive lots of Mulunys, prizes and pop up days as rewards for displaying these expectations.

I feel really lucky to go to a school where we learn about important things. It makes me feel proud to be part of such a caring community.



At Ulong School " Every day is a new opportunity to learn and grow and is a place where curiosity meets crayons, and friendships bloom amidst ABCs and 123s.

## School vision

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

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

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

## School context

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

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

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

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

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

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

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



Where dreams take shape and futures are built".

## 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	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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

### Purpose

In order to maximise student learning outcomes in literacy and numeracy, we will ensure that our teaching practices are reflective of data analysis and are underpinned by evidence-informed strategies and embedded evaluative practice.

### Initiatives

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

- Literacy
- Numeracy

### Resources allocated to this strategic direction

QTSS release  
AP Curriculum & Instruction  
Socio-economic background  
Professional learning

### Summary of progress

In 2023, our school focused on deepening our understanding of numeracy, in particular number and place value. We have monitored student growth using the numeracy progressions and used this to determine 'where to next' for student learning and to differentiate individual student's needs. Teaching and support staff have completed relevant high impact professional learning in line with current research (Big Ideas for Starting Strong in Numeracy) to design quality, differentiated mathematics lessons based on students data.

Our young scholars in Year 3 have truly shone brightly in this year's assessments, showcasing their academic prowess and potential. The comprehensive report reveals not just commendable individual achievements, but also an overall outstanding performance by the entire Year 3 cohort. NAPLAN results are a source of pride for the entire school community. They not only highlight the academic proficiency of our students but also affirm the effectiveness of our educational approach. With this momentum, we look forward to nurturing these young minds as they progress through their academic journey.

Year 3 and Year 4 students participated well in this year's Check-in Assessments.

In 2024, we will continue to build our expertise in data driven practices. We will continue to review our student performance data to ensure our work remains focused on the greatest area of need. We will continue to deepen our knowledge, understanding and use of explicit instruction in the classroom. We will use data to set learning goals for students and design a whole school process to collect, track and collaboratively review student data on PLAN2. Teaching staff will regularly participate in structured lesson observations focusing on how different teaching approaches impact on student learning.

### 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
<b>NAPLAN Expected Growth</b> All students K-6 are able to demonstrate growth and achievement in Number and Place Value over the year using the Numeracy Progressions.	The primary objectives were to ensure that students, across all grades, develop a deep understanding of numbers, their relationships, and the principles of place value. Using the number progressions and the Guttman data tool results showed that 87% of students are achieving a 4 (consolidated) indicating that teachers are teaching students to mastery before moving on to the next indicators in the progressions. This foundation sets the stage for proficiency in more complex mathematical concepts in the future. The Numeracy Progressions have been instrumental in guiding our students through a journey of mathematical discovery. The growth and achievement demonstrated by all K-6 students in Number and Place Value showcase not only a mastery of foundational skills but also a love of

<p><b>NAPLAN Expected Growth</b></p> <p>All students K-6 are able to demonstrate growth and achievement in Number and Place Value over the year using the Numeracy Progressions.</p>	<p>learning and a confidence in tackling mathematical challenges. As we celebrate these achievements, we look forward to building upon this strong foundation in the coming academic years.</p>
<p><b>NAPLAN Expected Growth</b></p> <p>All students K-6 are able to demonstrate growth and achievement in Understand Texts over the year using the Literacy Progressions</p>	<p>All eligible students participated in check-in assessments and year 1 mandatory Phonics.</p> <p>Throughout the academic year, there has been noticeable growth in students' ability to understand texts across all year levels. This progress is indicative of the effectiveness of the literacy programs and interventions implemented.</p> <p>As students progress through the earlier years, there is a clear trajectory of growth in their ability to comprehend increasingly complex texts. They have demonstrated proficiency in analyzing texts for main ideas, making inferences, and engaging in critical discussions about the content.</p> <p>The implementation of differentiated instruction and targeted support for students who may require additional assistance has contributed significantly to overall achievement. Teachers have utilised various instructional strategies to meet the diverse needs of learners, ensuring that every student has the opportunity to thrive.</p> <p>We will continue to use assessment to track student achievement and triangulate with external assessments where applicable.</p>



Empowering the next generation with the tools to be innovative: Technology transforms student learning into a journey of endless possibilities.



### Purpose

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

### Initiatives

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

- Planned approach to wellbeing
- Attendance

### Resources allocated to this strategic direction

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**Aboriginal background**  
**Integration funding support**  
**Socio-economic background**  
**Location**

### Summary of progress

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The school staff undertook the wellbeing Framework Self-Assessment tool. Discussed the new student Behaviour Strategy to modify PBL at the school. As a result, the school since then has been able to explicitly and systematically teach social emotional lessons (SEL) to decrease emotional distress and behaviour concerns. SEL helped students manage emotions, set goals, get along with each other and make responsible decisions. PBL Framework increased engagement and attendance by 90%. The PBL has helped the school to be a safe, positive, consistent & predictable environment where every student was encouraged and recognised for their actions. To further improve student wellbeing the staff are undertaking the Berry Street Education Model (BSEM) to learn ore about strategies for teaching & learning that will support & enable teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all student's self regulation, relationships, wellbeing growth and academic achievement. further supporting students with trauma. The following steps were undertaken in order to implement BSEM successfully:

- We conducted a thorough assessment of the school environment, identifying areas where the BSEM could make the most impact and assessed the current state of student wellbeing, academic achievement, and behaviour.
- Provide training for all teachers and staff on the principles and practices of the Berry Street Education Model.
- Emphasise trauma-informed teaching, positive behaviour management, and strategies for fostering a safe and supportive classroom environment.
- Integrate social and emotional learning (SEL) into the curriculum to promote emotional intelligence, self-awareness, and interpersonal skills.
- Develop lesson plans that incorporate BSEM principles to address the diverse needs of students.
- Establish a student support team to identify and assist students who may be experiencing challenges.
- Provide counselling services and resources to address emotional and behavioural issues.
- Foster strong partnerships with parents, caregivers, and the community to create a collaborative support network for students.
- Conduct workshops and informational sessions to educate the community about the BSEM and its benefits.
- Implement a positive behaviour support system that recognises and reinforces positive behaviours.
- Create a reward system that encourages students to exhibit behaviours aligned with BSEM principles.
- Establish a system for monitoring and evaluating the impact of BSEM on student outcomes.
- Use data to make informed decisions and adjustments to the implementation plan as needed.
- Recognises the importance of staff wellbeing and provide resources to support teachers and staff in managing their own stress and emotional health.
- Create a positive and collaborative staff culture.
- Regularly review and update the implementation plan based on feedback, results, and evolving needs.
- Stay informed about the latest research and best practices in trauma-informed education.
- Communicate consistently with all stakeholders about the progress of the BSEM implementation.
- Celebrate successes and acknowledge challenges transparently.

Staff are reminded that the success of implementing the Berry Street Education Model relies on a holistic and sustained effort from all members of the school community. It's about creating an environment that promotes not just academic success but also the overall well-being of each student

Increase the number of students attending greater than 90% of the time by 80%. Ensure all student are known, valued and cared for, there will be a planned approach to developing whole school wellbeing processes that support high levels

of wellbeing and engagement. Students will build resilience, succeed, thrive and learn within an inclusive and connected learning community.

School surveys will indicate 100% students and parents have high expectations and a positive sense of wellbeing.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>• Increase the percentage of students attending school 90% or more to between 80% and 100%</li> <li>• Decrease the percentage of students attending less than &lt; 80% of the time to achieve a minimum of the system-negotiated lower bound target.</li> <li>• 90% of students reporting Expectations for Success, Advocacy and Sense of Belonging at School.</li> </ul>	<p>The number of students attending greater than 90% of the time or more has increased by 90% and that has resulted in improved learning outcomes.</p> <ul style="list-style-type: none"> <li>• 85% of students reporting positive wellbeing outcomes has increased across the positive wellbeing measures. There has been 0 suspensions.</li> </ul> <p>These are some of the Proposed Strategies utilised to decrease the percentage of students attending less then 80%:</p> <ul style="list-style-type: none"> <li>• Add information in the newsletter about Every Day matters! to educate students about the correlation between regular attendance and academic success.</li> <li>• Create a welcoming and engaging school environment.</li> <li>• Utilize various channels such as posters, announcements, and social media to disseminate information.</li> <li>• Collaborate with healthcare professionals to conduct health awareness sessions.</li> <li>• Establish a system for monitoring and supporting students with health-related challenges.</li> <li>• Introduce interactive and engaging teaching methods to capture students' interest.</li> <li>• Awards to acknowledge good attendance.</li> <li>• Provide additional support for students struggling with specific subjects.</li> <li>• Engage parents through regular communication on the importance of attendance.</li> <li>• Conduct parent-teacher meetings to address concerns and seek collaborative solutions.</li> <li>• Explore the feasibility of flexible scheduling options for students facing external challenges.</li> <li>• Implement an online attendance tracking system to accommodate virtual attendance when necessary</li> <li>• Establish an early warning system to identify students with declining attendance.</li> <li>• Implement targeted interventions, such as counseling or mentorship programs.</li> <li>• Positively reintegrate absentees.</li> </ul> <p>Monitoring and Evaluation:</p> <p>Regularly monitor the effectiveness of these strategies through:</p> <ol style="list-style-type: none"> <li>1. Attendance data analysis.</li> <li>2. Student feedback surveys.</li> <li>3. Academic performance reviews.</li> </ol>
<ul style="list-style-type: none"> <li>• Increase the percentage of students reporting positive wellbeing on the Tell Them from Me Survey to between 90% and 100%</li> </ul> <p>Teaching staff will engage with Achieving School Excellence in Wellbeing and Inclusion resources and</p>	<p>In our ongoing commitment to fostering a positive and supportive learning environment, we conducted a comprehensive survey to understand students' expectations for success, their experiences with advocacy, and their sense of belonging at school. The findings aim to provide valuable insights for improving overall student well-being and academic achievement.</p> <p>Expectations for Success: The survey revealed that a majority of students expressed high expectations for their academic success. A significant 85% of respondents reported feeling confident in their ability to achieve their</p>

<p>complete professional reading:  <a href="https://education.nsw.gov.au/student-wellbeing/whole-school-approach/wellbeing-framework-for-schools/wellbeing-for-school-excellence">https://education.nsw.gov.au/student-wellbeing/whole-school-approach/wellbeing-framework-for-schools/wellbeing-for-school-excellence</a>.</p> <p>The HGPE Policy Evaluation and Planning Tool will be used to guide the implementation of the HGPE policy within the school:  <a href="https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/high-potential-and-gifted-education/HPGE_EP_Tool_V2.pdf">https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/high-potential-and-gifted-education/HPGE_EP_Tool_V2.pdf</a>.</p>	<p>academic goals. This positive outlook is encouraging and suggests a strong foundation for motivation and engagement in the learning process.</p> <p>Advocacy in Academic Pursuits: Students were asked about their experiences with advocacy and seeking support when facing challenges. Approximately 70% of students indicated that they actively engage in seeking help when needed. This suggests a positive trend in students' willingness to advocate for themselves, reflecting a proactive approach to overcoming academic obstacles.</p> <p>However, it was noted that some students still hesitate to seek assistance due to concerns about judgment or stigma. This highlights the importance of creating a culture that destigmatizes seeking help and emphasizes the availability of supportive resources.</p>
<p>Increase targeted support for different phases of student development and for students who may be at risk.</p>	<p>Sense of Belonging: The survey assessed students' sense of belonging within the school community. While the majority of students reported feeling a sense of connection, approximately 15% expressed a desire for increased opportunities for social engagement and community building. Strategies such as promoting extracurricular activities, mentorship programs, and inclusive events could further enhance students' sense of belonging.</p> <p>to creating a sense of belonging in school it is crucial for a positive and enriching environment. Therefore, we intended to foster:</p> <ol style="list-style-type: none"> <li>1. Inclusive Activities: Plan activities that cater to diverse interests and abilities. This ensures that every student feels they have something to contribute and enjoy.</li> <li>2. Student Voice: Give students a platform to express their opinions and ideas. Whether through class discussions, suggestion boxes, or student councils, making them feel heard is key.</li> <li>3. Peer Support Programs: Implement mentorship or buddy systems. Older students can guide younger ones, fostering a supportive network within the school community.</li> <li>4. Celebrate Diversity: Embrace and celebrate the diverse backgrounds, cultures, and talents of students. This can be done through multicultural events, awareness campaigns, or simply by highlighting the uniqueness of each individual.</li> <li>5. Safe Spaces: Designate areas where students can feel comfortable being themselves. Whether it's a quiet corner for reading or a mural wall for artistic expression, having safe spaces promotes a sense of security.</li> <li>6. Team Building: Incorporate team-building exercises into the curriculum. This can range from classroom activities to outdoor events that encourage collaboration and cooperation.</li> <li>7. Community Involvement: Connect the school with the broader community. Involving parents, local businesses, or community leaders in school events creates a sense of belonging beyond the classroom.</li> </ol> <p>Remember, the key is to foster an environment where every student feels valued, accepted, and an integral part of the school community.</p>



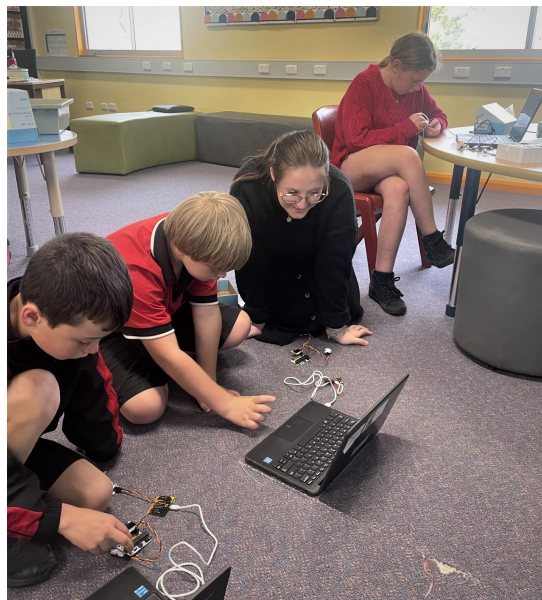
**“Embrace technology, enhance wellbeing, as technology is not just a tool. It can give learners a voice that they may not have had before.**

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$69,785.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ulong Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Planned approach to wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The students have improved in both Literacy &amp; Numeracy outcomes. Students with special needs are becoming more independent with the support they receive from the SLSO's. Their IEP and PLP's are updated twice a year.</p> <p><b>After evaluation, the next steps to support our students will be:</b> We will be continuing to support the students in small group settings to provide more individualised support by employing a SLSO 5 days a week.</p>
<p>Socio-economic background</p> <p>\$33,075.43</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ulong Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staff to support [name] program implementation.</li> <li>• Providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• Resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school could employ a teacher for an additional day to organise students in 2 classes that improved student learning outcomes. Our small year 3 cohort of 4 students were scaled on exceeding or strong on their proficiency level.. Students were able to attend excursion and the school could pay for excursions. Resources were purchased. External providers were employed to support students with additional learning needs e.g- OT, Physiotherapy &amp; Speech Therapist.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students will be: continue to engage the extra teacher to enable us to organise 2 classes and run both literacy and numeracy sessions effectively. The school will continue supporting families that are financially struggling by providing students with their school needs and paying for their excursions.</p>
<p>Aboriginal background</p> <p>\$1,814.85</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ulong Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$1,814.85</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Planned approach to wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• Employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• Staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in: 100% Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be: engaging Aboriginal elders to organise programs, deliver differentiated and personalised support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$32,311.82</p>	<p>Low level adjustment for disability equity loading provides support for students at Ulong Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• 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</li> <li>• Employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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>\$12,300.25</p>	<p>The location funding allocation is provided to Ulong Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Incurion expenses</li> <li>• Student assistance to support excursions</li> </ul>

<p>Location</p> <p>\$12,300.25</p>	<ul style="list-style-type: none"> <li>• Subsidising student excursions to enable all students to participate</li> <li>• Technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in: increased subject opportunities and choices for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$5,750.65</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Ulong Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, vocabulary and place value in numeracy resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$3,551.04</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ulong Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Assistant principals provided with additional release time to support classroom programs</li> <li>• Implementation of instructional rounds to strengthen quality teaching practices</li> <li>• Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in:</p> <p>improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. Teachers reported lessons differentiated according to students' needs and provided students with the opportunity to use self-assessment against learning intentions and success criteria.</p>

<p>QTSS release \$3,551.04</p>	<p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be: employing a APCI an extra day to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP \$11,927.82</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - Vocabulary &amp; Place Value.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals . Improvement in phonological awareness and understanding texts has been captured in PLAN2 Improvement in Term 4 Check-in assessment and NAPLAN.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>



Technology is not just a tool. It's a means to empower people to accomplish great things.



# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	8	11	13	15
Girls	3	3	3	5

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	88.5	90.7	90.6	92.0
1	97.8	92.5	85.1	89.8
2		93.3	90.0	94.2
3	93.7		90.4	93.2
4		76.9		92.6
5	84.1			
6	91.2	45.8	86.1	
All Years	90.8	87.4	88.2	92.5
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		92.6	87.8	90.8
3	92.1		87.6	90.9
4		92.5		90.6
5	92.0			
6	91.8	91.5	86.3	
All Years	92.0	92.4	87.4	90.8

## 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:

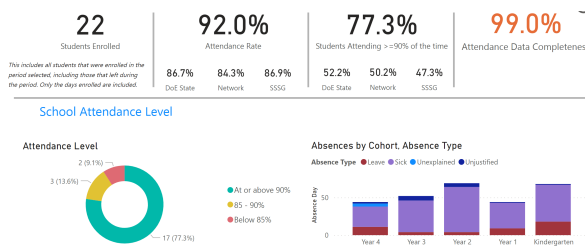
- \* Families evacuating and relocating due to NSW floods
- \* Sick students staying at home until a negative COVID-19 test was returned
- \* Household members testing positive to COVID-19
- \* The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state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



"When students improve their attendance rates, they improve their academic prospects and chances for graduating."

# Workforce information

## Workforce composition

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

\*Full Time Equivalent

## 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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.



Alone we can do so little; together we can do so much.

# 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 (\$)
<b>Opening Balance</b>	376,432.49
<b>Revenue</b>	725,019.98
Appropriation	705,432.94
Sale of Goods and Services	340.90
Grants and contributions	10,066.39
Investment income	7,529.75
Other revenue	1,650.00
<b>Expenses</b>	-744,019.81
Employee related	-590,959.69
Operating expenses	-153,060.12
<b>Surplus / deficit for the year</b>	-18,999.83
<b>Closing Balance</b>	357,432.66

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.



"Gardens in schools are living classrooms that sow seeds of curiosity and cultivate a harvest of lifelong learning."

## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	61,394
<b>Equity Total</b>	67,202
Equity - Aboriginal	1,815
Equity - Socio-economic	33,075
Equity - Language	0
Equity - Disability	32,312
<b>Base Total</b>	409,780
Base - Per Capita	4,164
Base - Location	12,300
Base - Other	393,315
<b>Other Total</b>	78,597
<b>Grand Total</b>	616,972

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.



Aboriginal education is beneficial to fully engage students in the curriculum & closing the gap in learning outcomes with Indigenous & non Indigenous students.


# 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](https://myschool.edu.au) to access the school data.




Student  
Name



Ulong Public School  
Semester 1 2023 Report



Year 4  
Class Teacher: Surinder Kaler, Tara Partridge  
Teaching Principal: Surinder Kaler



[ulong.p.school@det.nsw.edu.au](mailto:ulong.p.school@det.nsw.edu.au)  
02 645 65212

Education is the foundation upon which we build our future.

## Parent/caregiver, student, teacher satisfaction

Penne Slaviero (Teacher): Ulong Public School is an amazing place to work, and I get great satisfaction seeing the students learn and grow. In a climate where so many people are expressing dissatisfaction regarding their work I'm able to chime into conversations and let people know that I work in what could be the world's best workplace.

The students at Ulong Public School are enthusiastic and motivated learners. We have many students who attend our school from Kindergarten to Year Six, some of whom are second or third generation attendees. The school students and community are extremely welcoming of new students, diversity is celebrated and I'm confident that all children feel welcome at our school.

My proudest moment of 2023 was taking all of our students from Kindergarten to Year 4 to a technology expo to display a Smart City which they had created and coded. They then competed in a robotics challenge against Year 5 and 6 students from private schools and extension classes and stepped up to meet the challenge. It makes me extremely happy that our school is developing inquisitive, social and resilient students.



Books are the plane, and the train, and the road. They are the destination, and the journey. They are home.



# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Aboriginal Education - School statement

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Ulong Public School are active participants in the Coffs Harbour AECG group. All Aboriginal and Torres Strait Islander students have a PLP. Yarn Ups were organised for parents and students around the PLP's in Term 1 and again in Term 3. Students participated in NAIDOC week celebrations with community members invited to participate in or lead sessions. A very successful celebration. Programs are continually reviewed to ensure culturally appropriate content is included and resources purchased. The school is looking at developing a School Reconciliation Action Plan (RAP).

## Anti-Racism Policy

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

## Anti-Racism - School statement

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At Ulong Public School, we stand firmly against all forms of racism, bigotry, and prejudice. We believe that every individual deserves to be treated with dignity and respect, regardless of their race, ethnicity, nationality, religion, gender, sexual orientation, ability, or socio-economic background. Ulong School has 1 trained ARCO officers. Students were introduced to Officers as the beginning of the year. Posters of the ARCO role and staff photos have been shared with the school community via our school newsletter and posters on the wall in the Office area.

## Multicultural Education Policy

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

## Multicultural and anti-racism education - School Statement

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Students at Ulong Public School have been involved in multicultural activities and special days across the year. Class programs support students cultural, linguistic and religious diversity. At Ulong School we believe in fostering an inclusive and diverse learning environment where every student feels valued, respected, and empowered to succeed. We recognize the importance of multicultural and anti-racism education in shaping the minds and hearts of our students, preparing them to thrive in an interconnected world. Our commitment to multicultural education is rooted in the understanding that diversity enriches our community and strengthens our collective experience. We celebrate the unique backgrounds, cultures, languages, and perspectives that each student brings to our school. Through curriculum, programming, and activities, we aim to promote intercultural understanding, empathy, and appreciation for differences.

### Sports

Ulong Public School participated in the Government's Sporting Schools program running each Friday afternoon for a period of 7 weeks each term. All students were involved in a range of sports and activities led by well-trained coaches. This program has been a great success, encouraging students to engage in a range of outdoor physical activities, including NRL, AFL, tennis, Cricket and swimming lessons. 100% of students K-6 also participated in the Premier's sporting Challenge this year, with the junior school being awarded Gold certificates and the senior students earning Platinum certificates. Ulong Public School students had a very active and enjoyable sporting year in 2020. Our students participated in a wide range of sporting events and all displayed outstanding sportsmanship and made our school extremely proud. Students were offered a variety of sporting skill development opportunities aimed at increasing participation and improving fitness levels.

\*Swim/Gym Program

\*Small Schools Swimming Carnival\*

\* Cross Country

### Premier's Reading Challenge

The Premier's Reading Challenge aims to encourage in students a love of reading for leisure and pleasure, and to enable students to experience quality literature. It is not a competition but a challenge to each student to read, to read more and to read more widely. Children begin reading in Term 1 of each year and must read a number of books before the end of September. If they achieve this, the student receives special recognition by way of a certificate from the Premier.



"We are like a box of crayons, each one of us is unique, but when we get together, the picture is complete."