

Ultimo Public School Annual Report



2016



3305

Introduction

The Annual Report for **2016** is provided to the community of **Ultimo Public School** as an account of the school's operations and achievements throughout the year.

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

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School background

School vision statement

Ultimo Public School is creating a culture where all students are physically active beings who will develop their musculo–skeletal selves as healthy, strong people.

We practice our vision in everything we do...whether it be as a school leader, teacher, student or parent.

Our vision is underpinned by our key message, which is that physical and mental wellbeing can enhance and make best use of quality learning and teaching.

We embed our message with Health and Wellbeing, which is our first strategic direction. We believe that once this is firmly embedded in our school culture, Strategic Direction 2 (Literacy) followed by Strategic Direction 3 (Science, Technology, Engineering, Arts and Mathematics) will be enhanced and maximised.

School context

Ultimo Public School is located on the fringe of Sydney's Darling Harbour and Chinatown area. The school is within walking distance of Sydney's CBD as well as many educational resources such as the Powerhouse Museum, Aquarium and Maritime Museum.

The school has experienced rapid enrolment growth due to the revitalisation of the Pymont and Ultimo areas. In 2016 the school has an enrolment of 283 students in 12 classes. The school serves a rich and culturally diverse local community. Just over 65% of students speak a language other than English and 8% of students identify as Aboriginal. The school provides a positive and caring environment where each student feels respected, nurtured and challenged to achieve individual excellence. The school strongly promotes the values that form the basis of a democratic and just society. Staff members work with commitment and professionalism to deliver a balanced learning program, with an emphasis on literacy, numeracy and technology. The school also delivers strong programs in creative arts performing arts. Mandarin community language is also taught at the school.

Ultimo Public School strives to be at the cutting edge of educational innovation by forming deep partnerships with local universities. It also enjoys close links to local community groups. After–school care is provided by the City of Sydney Council at the Ultimo and Pymont Community Centres.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

The self–assessment is categorised as: Learning Culture; Wellbeing; Curriculum and Learning; Assessment and Reporting; Student Performance Measures; Effective Classroom practice; Data Skills and Use; Collaborative Practice; Learning and Development; Professional Standards; Leadership, School Planning, Implementation and Reporting, School Resources; Management Practices and Processes.

Each category is assessed in terms of whether the school is Delivering, Sustaining and Growing or Excelling. A number of descriptors are used to assist with the self–assessment.

The findings from our self assessment can be summarised as follows:

Learning Culture – Sustaining and Growing

Wellbeing – Excelling

Curriculum and Learning – Delivering

Assessment and Reporting – Delivering

Student Performance Measures – Delivering

Effective Classroom practice – Delivering

Data Skills and Use – Delivering

Collaborative Practice – Sustaining and Growing

Learning and Development – Sustaining and Growing

Professional Standards – Sustaining and Growing

Leadership – Sustaining and Growing

School Planning, Implementation and Reporting – Sustaining and Growing

School Resources – Sustaining and Growing

Management Practices and Processes – Sustaining and Growing

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Health and Wellbeing

Purpose

To improve the capacity of students to be *connected to country, emotionally intelligent, academically rigorous, compassionate, creative, cohesive and aware* through the rejuvenation of current initiatives and programs and in line with the Melbourne Declaration on Educational Goals for Young Australians.

Overall summary of progress

Our school has made excellent progress in the area. We have implemented a series of initiatives that offer students and their families a range of tools for becoming strong mentally, socially emotionally and physically.

Our school plan details the range of programs that address the notion that wellbeing is the cornerstone of lifelong achievement and happiness.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Surveys indicate continued growth in social/emotional outcomes as measured on Tell Them from Me survey.	<p>Most programs for Health and Wellbeing don't incur costs because they are part of regular school activities.</p> <p>Funds expended on the Life Education program was contributed by the P & C – \$2800.00.</p> <p>Money spent on other programs totalled \$1800.00.</p>	All students are engaged in physical fitness activities and are being provided with input around healthy eating.

Next Steps

Our school's focus in years 1 and 2 of the planning cycle was around social and emotional development. In year 3 and into the next planning cycle we will steer towards physical fitness. We believe that societal changes, especially in technology, have diminished the need for physical activity. This sedentary way of living can be seen as a serious problem which can be addressed with robust programs in physical education in schools. We also know that physical fitness helps children achieve academically.

Healthy eating will complement this area with a series of parent education and student workshops.

Strategic Direction 2

Numeracy as enterprise and Literacy as communication

Purpose

To build the capacity of teachers to deliver quality educational programs in Literacy as communication and Numeracy as enterprise, through the implementation of Quality Teaching.

Overall summary of progress

Our school has maintained and indeed developed our programs in literacy and numeracy. We have examined students' progress and work habits across all strands and skills areas and found that intellectual quality and deep thought needs to be addressed in order for us to develop competent readers, writers, speakers and mathematicians.

We have implemented a number of programs that are structured and technology based. We have also enhanced the way we track student progress and offer ongoing feedback to children about their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All students tracked using Literacy and Numeracy continuums with the majority showing expected growth per semester relevant to expected time frames (eg cluster movement quicker in ES1 than S3). Students currently tracked for Best Start	Nil	Ongoing progress in this area is racking well and continues in all classrooms.
<ul style="list-style-type: none">Staff growth evident in the areas of Technology – currently – average for Technology	Nil	More teachers are engaging in the PLAN and online tracking interfaces.
<ul style="list-style-type: none">Students will display a variety of abilities in problem solving (enterprise), through working mathematically.	\$1500.00 for Maths Olympiad tutor.	Initiatives as detailed in our school plan have enhanced skills, competencies and confidence in problem solving.

Next Steps

The school will evaluate the way programs in the Writing strand are implemented. This will be the main evaluation activity that will take place in 2017. In 2016 teachers discussed the need for the reintroduction of a more robust set of practices for how children undertake writing tasks. We have agreed that the process of writing ought to be taking place in classrooms. The need to cover so many areas of the curriculum has indirectly resulted in the editing and refining processes when writing to be neglected.

As series of professional learning engagements for teachers will be the starting point and teachers will be afforded opportunities to undertake in-class practices to develop these strategies.

Strategic Direction 3

Technology and tools

Purpose

To improve the quality of current school ICT programs and introduce BYOD.

To integrate technology into Creative and Practical Arts programs

Overall summary of progress

The ICT area has given both students and teachers a great deal of input and therefore a myriad of skills and experiences. Technology is integral to our teaching and learning programs and practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All staff members have professional growth plans focusing on attainment of professional goals reflecting the standards by end 2017. Staff currently becoming familiar with the standards.	Nil	All teachers are engaged in the Professional Development Framework.
<ul style="list-style-type: none">All staff aligned to the goals within the school plan and actively support their implementation – currently 'delivering' in the excellence framework.	Nil	All teachers are committed to the Department of Education's School Excellence Framework. Their input in the self-evaluation has provided insight and a springboard to school improvement.

Next Steps

Our school plans to maintain itself in a mode of constant development of our ICT and professional practices. We intend to purchase more portable devices to keep up with the demands of our BYOD program.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$12920.00 flexible funding.	In 2016 our school augmented it's Learning and Support programs using it's Aboriginal Background funding. We also sponsored Aboriginal students for specific needs, mainly through Speech Pathology services.
English language proficiency	\$30683 flexible funding.	In addition to our ELP Equity Staff component, the school employed a teacher for EAL/D programs 0.2 FTE. This supplemented the programs for English Language proficiency, especially for children in the initial phases of English language development, most of whom were in Years K to 2.
Low level adjustment for disability	\$25227.00 flexible funding.	The school's staffing entitlement for Learning and Support provided students in the lower bands with small group and individualised support in Literacy and Numeracy. Learning and Support flexible funding allowed the school to employ a teacher for an additional day per week, giving us 1.0 FTE.
Quality Teaching, Successful Students (QTSS)	Staffing allocation one day per week (0.22FTE).	This allocation of 0.22 FTE allowed school executive to mentor and develop teachers' professional development plans.
Socio-economic background	\$13999.00	In 2016 our school augmented it's Learning and Support programs using it's Socio-economic background funding. We also sponsored students for specific needs, mainly through Speech Pathology services.
Support for beginning teachers		There were no beginning teachers in 2016.
Targeted student support for refugees and new arrivals		There were no refugee students in 2016.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	161	162	155	129
Girls	166	163	154	154

Student enrolments decreased in 2016 due to a smaller intake of students in Kindergarten. As is customary, some families left the school during 2016 to live in outer suburbs of Sydney, regional areas or interstate.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.2	95.8	94.2	94.1
1	96.9	96.1	94.1	95.2
2	95.9	96	95.4	93.8
3	95.1	95.9	94.6	91.9
4	95.4	97.7	95.3	95.3
5	97	95.9	96.2	93.8
6	96.2	97.1	96.9	91.9
All Years	96.2	96.3	95.2	93.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

At our school, absences and partial absences were attributed to just a few families. Even so, there was only one referral made to the Home School Liaison Officer.

The school continues to actively encourage regular attendance and punctuality to help families understand the importance of consistency in schooling and routines. Our school has also experienced more

instances where families have applied for extended leave, thus increasing the rate of absences.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.96
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher of ESL	1.4
School Administration & Support Staff	2.52
Other Positions	0.11

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are no Aboriginal members of staff at our school. Where required we engage the members of the Aboriginal Education Team the service the Ultimo group of schools. They include the Aboriginal Community Liaison Officer and the Aboriginal Student Liaison Officer.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	45
Postgraduate degree	55

Professional learning and teacher accreditation

In 2016 our teachers worked through a considerable schedule of professional learning engagements. Two early career teachers gained accreditation at Professional Competence, while two teachers attained accreditation at Professional Accomplishment.

A summary of Teacher professional Learning at whole staff meetings includes:

- Mandatory updates including Anaphylaxis, Child Protection, CPR and Code of Conduct
- Stepping Stones professional learning sessions for numeracy
- Positive Psychology
- Digital Citizenship
- ICT success sharing
- Film making
- Literacy and Numeracy continuum
- Eye care and vision
- Creative Writing

Teachers also engaged in professional learning across all areas of the curriculum and for career development, both during and out of school hours.

Specialized courses were offered to teachers who teach students with particular needs and disabilities.

The school invested \$16953.00 in courses with expenditure covering course fees, materials and casual teacher relief.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

School and Community Sources:

- Voluntary school contributions \$4192.00
- P & C and other community fund raising contributed \$35000.00.

Receipts	\$
Balance brought forward	84,762
Global funds	222,348
Tied funds	201,486
School & community sources	178,755
Interest	3,044
Trust receipts	4,915
Canteen	0
Total Receipts	695,310
Payments	
Teaching & learning	
Key Learning Areas	21,248
Excursions	24,874
Extracurricular dissections	67,839
Library	4,146
Training & Development	3,969
Tied Funds Payments	153,608
Short Term Relief	62,444
Administration & Office	62,924
Canteen Payments	0
Utilities	32,574
Maintenance	8,991
Trust Payments	10,082
Capital Programs	0
Total Payments	452,699
Balance carried forward	242,611

The information provided in the financial summary includes reporting from 1 December 2015 to 30 November 2016.

	2016 Actual (\$)
Opening Balance	0
Revenue	292,160
(2a) Appropriation	254,310
(2b) Sale of Goods and Services	6,720
(2c) Grants and Contributions	30,911
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	219
Expenses	-147,151
Recurrent Expenses	-147,151
(3a) Employee Related	-96,406
(3b) Operating Expenses	-50,745
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	145,008
Balance Carried Forward	145,008

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

All financial reports and information can be made available on request.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1,890,921
Base Per Capita	16,657
Base Location	0
Other Base	1,874,264
Equity Total	307,274
Equity Aboriginal	12,920
Equity Socio economic	13,999
Equity Language	173,512
Equity Disability	106,844
Targeted Total	37,250
Other Total	158,855
Grand Total	2,394,300

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data

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Parent/caregiver, student, teacher satisfaction

Parent Satisfaction

There were seven separate measures that were examined in the parent survey. Items included: How families engage with the school, homework, safety, volunteer activities feeling welcome, parent participation in school activities. There were twelve respondents out of two hundred and forty families that were eligible to take part in the survey.

Our school scored highest in the areas around feeling welcome and how the school supports positive behavior. We also were considered to be a safe and inclusive school. The sample size for this survey is quite small and didn't represent the cross section of families at the school.

Student Satisfaction

Student survey measured 20 indicators based on the most recent research on school and classroom effectiveness. Ninety students participated in the survey across Years 4 to 6. Student satisfaction rated at or above NSW government norms in nearly all of the areas examined. Overall, students at our school feel a sense of belonging and are aspirational.

Policy requirements

Aboriginal education

In 2015 there were 24 Aboriginal and Torres Strait Islander students enrolled at Ultimo Public School, with our Sydney Region Deadly Kid Award being presented to Cooper McGrath (Year 5).

An important aim of the school's Aboriginal Education program is to deepen all students' understanding of and respect for Aboriginal culture and its contribution to our Australian heritage.

In 2016 the theme for National Reconciliation Week (NRW) was 'Our history, our story, our future'.

Students and teachers completed Personalised Learning Plans, which help set learning goals. As part of this process students worked on 'MyStory Folders', which will house these plans and provide a space for them to document their growing sense of self and cultural identity.

Multicultural and anti-racism education

Our School has 66% Language Background Other Than English (LBOTE) students from over 34 different language backgrounds, including Aboriginal Language. Mandarin, Cantonese, Indonesian are the main first languages spoken by students' families. The school

provides an environment that is highly engaging, inclusive, sensitive and free of any form of discrimination.

Harmony Day is a significant event at our school, where we acknowledge multicultural Australia. We also honoured Mary Mortimer by inducting her onto the school's Inspiration Wall. Ms Mortimer has served the local and wider community for decades.

Students receive support to develop and maintain their first language through involvement in the school's Community Language Program. This program enhances the students' understanding and respect of their culture as well as promoting first language literacy. Students who are learning English as a second language are provided with appropriate support to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.

Ultimo Public School promotes positive community relations through effective communication with parents and community members from diverse cultural and linguistic backgrounds and by encouraging their participation in the life of the school. We engage the Harris Community Centre for individual cases where language may be a barrier.

Other school programs

Our school offers a number of programs that augment the learning of the students. Extra curricula activities in sport and fitness, choir, recorder, school band, Taekwondo and piano are part of the many opportunities children are afforded.

We participate in competition-based events such as the Premier's Spelling Bee, Debating and Public Speaking.