

Ultimo Public School Annual Report



2017



3305

Introduction

The Annual Report for **2017** is provided to the community of **Ultimo Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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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Principal

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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.

Our teachers and school leadership team guided the robust collegial sharing that culminated in our determining the self–assessment across the SEF.

Our self–assessment process will assist the school to refine our school 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/sef–evidence–guide>

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

The school has seen this area as a cornerstone of its practices. Strong progress has continued to be made with all students displaying an increased awareness and commitment to healthy lifestyle.

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.	Most programs for Health and Well being don't incur costs because they are part of regular school activities. Funds expended on the Life Education program was contributed by the P & C –\$2800.00. Money spent on other programs totalling	All students are engaged in physical fitness activities and are being provided with input around healthy eating.

Next Steps

We continue to develop strategies and programs that will propel us into a new planning cycle that will have a new focus, whereby physical literacy will be a major element. In Year 3 of our planning cycle we managed to consolidate the effective work previously carried out.

We sourced a number of providers to deliver workshops on healthy eating. They included researchers from the University of Sydney, Nutrition NSW and Anglicare.

We also managed to have an unprecedented number of participants in our morning fitness program and it continues to grow. With the new planning cycle we will develop a robust set of programs, including a scope and sequence for the Physical Literacy Continuum.

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 continued to enhance 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 continued to 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	\$5500.00 for professional learning – 7 Steps to Successful Writing.	Ongoing progress in this area is tracking well and continues in all classrooms. Class teachers have commenced implementation of the 7 Steps to Successful Writing program in parallel with professional learning sessions.
<ul style="list-style-type: none">Staff growth evident in the areas of Technology – currently – average for Technology	Nil.	All class teachers and specialist 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

From 2018 we will refocus literacy and numeracy. The literacy focus will look to fully develop programs in the 7 Steps to Successful Writing. In 2017 teachers trialed the implementation of 'Sizzling Starts' when teaching narrative writing.

The development of numeracy will focus on problem solving within the Strategic Direction of STEAM. We will engage a number of community entities within our local area to help deliver rich learning experiences that will, in some cases, weave the Arts into the mathematical and scientific domains.

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 have articulated their professional goals and have worked towards achieving them.
<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

We will now look to implement all ICT practices as part of what we call maintenance programs. We will not make any major expenditure for ICT hardware or software for the next planning cycle and will simply consolidate and continue to improve teacher and student skills in the finer points of movie making and the use of social media.

We are considering a revamp of our communications and possibly reverting to The Department's new web page interface.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$19000.00 flexible funding.	In 2017 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	\$20000.00 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	\$20000.00 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) in Semester 1 and two days per week (0.47FTE) in Semester 2..	This allocation of 0.47 FTE (in semester 2) allowed school executive to mentor and develop teachers'professional development plans.
Socio–economic background	\$15000.00	In 2017 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
Support for beginning teachers	\$6700.00	In 2017 we supported one beginning teacher. He and his mentor partook in professional learning experiences that included visits to other schools, regular meetings with the mentor and in school observations.
Targeted student support for refugees and new arrivals		There were no refugee students in 2016.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	162	155	129	133
Girls	163	154	154	154

Student enrolments grew and then stabilised during 2017. Our Kindergarten intake increased to 53 in 2017, which was a significant increase compared with the two years previous.

As is customary, some families left the school during 2016 to live in outer suburbs of Sydney, regional areas or interstate.

In 2018 our enrolment has reached 295 students with 59 students enrolled in Kindergarten.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.8	94.2	94.1	94.4
1	96.1	94.1	95.2	93.2
2	96	95.4	93.8	94.4
3	95.9	94.6	91.9	95.5
4	97.7	95.3	95.3	93.7
5	95.9	96.2	93.8	94.5
6	97.1	96.9	91.9	96.1
All Years	96.3	95.2	93.7	94.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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 and a partial exemption was developed for that student, given the special circumstances.

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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.17
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher of ESL	1
School Counsellor	0
School Administration & Support Staff	2.52
Other Positions	1

*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 2017 our teachers undertook a suite of professional learning experiences, both onsite and at other venues. One teacher attained accreditation at Professional Competence.

Teachers completed courses in the following areas as part of staff professional learning on site:

- Mandatory updates including Anaphylaxis, Child Protection, CPR and Code of Conduct
- Soundwaves
- Mathematics Building Blocks
- Seven Steps of Successful Writing
- Non violent Crisis Intervention Training
- Effects of Trauma on the Brain
- Attendance and Engagement
- iEngage.

Teachers also engaged in professional learning specific to their requirements for particular pedagogy and school needs.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	145,008
Revenue	2,725,926
Appropriation	2,520,892
Sale of Goods and Services	30,068
Grants and Contributions	171,834
Gain and Loss	0
Other Revenue	0
Investment Income	3,131
Expenses	-2,750,376
Recurrent Expenses	-2,750,376
Employee Related	-2,576,421
Operating Expenses	-173,955
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-24,450
Balance Carried Forward	120,559

Our school focuses its expenditure on students and their learning. We use all of our staffing entitlement on learning needs with special attention on learning and support. We choose to spend no funds on marketing and promoting the school, given such spending doesn't offer direct educational experiences. We therefore invest in children's education by purchasing:

- teaching materials,
- teacher resources,
- software for literacy and numeracy.

In 2018 we plan to use Community Consultation funds as we work towards enhancing the already strong relationships we have with parents and local community entities.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,935,326
Base Per Capita	43,250
Base Location	0
Other Base	1,892,076
Equity Total	266,186
Equity Aboriginal	21,318
Equity Socio economic	17,353
Equity Language	116,270
Equity Disability	111,245
Targeted Total	62,237
Other Total	167,769
Grand Total	2,431,518

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.

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

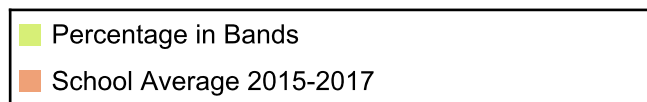
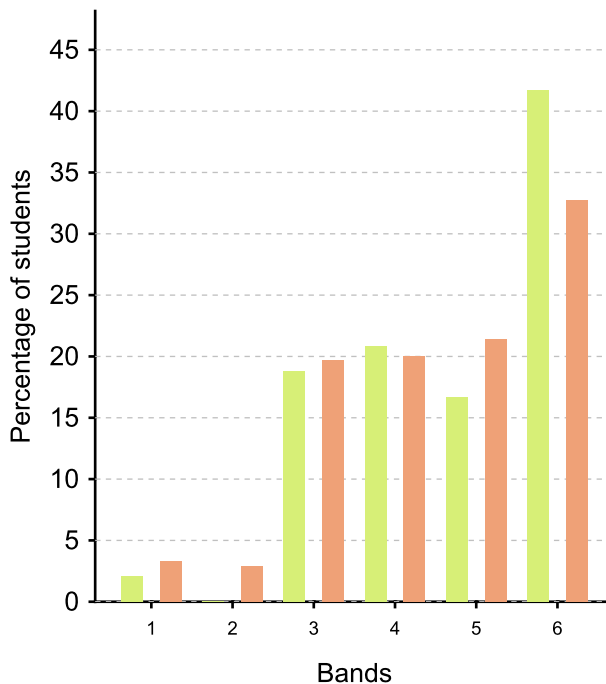
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills

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.

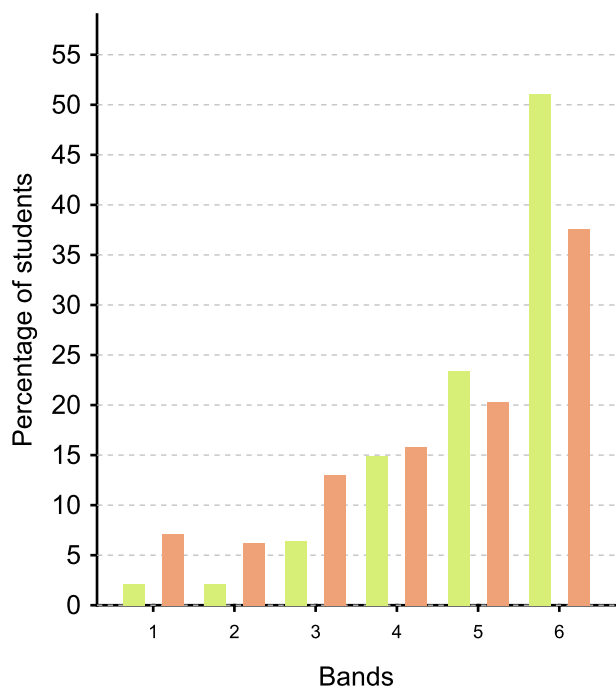
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**Percentage in bands:
Year 3 Reading**



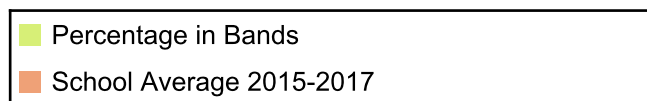
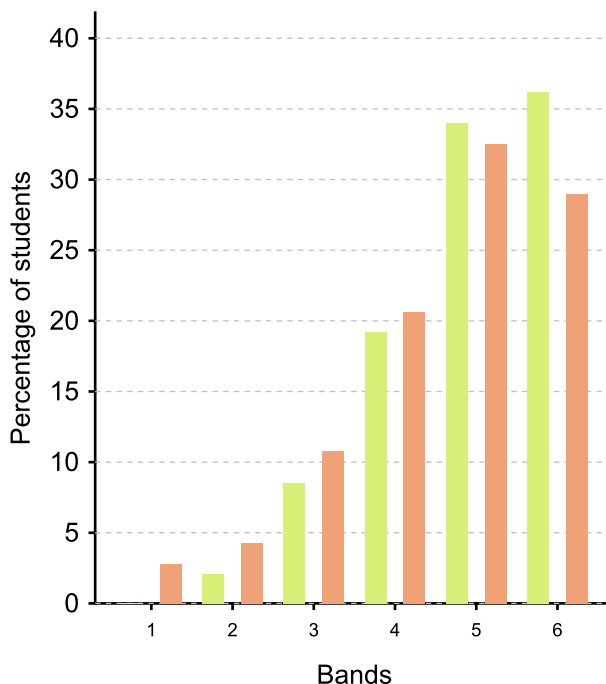
Band	1	2	3	4	5	6
Percentage of students	2.1	0.0	18.8	20.8	16.7	41.7
School avg 2015-2017	3.3	2.9	19.7	20.0	21.4	32.7

**Percentage in bands:
Year 3 Grammar & Punctuation**



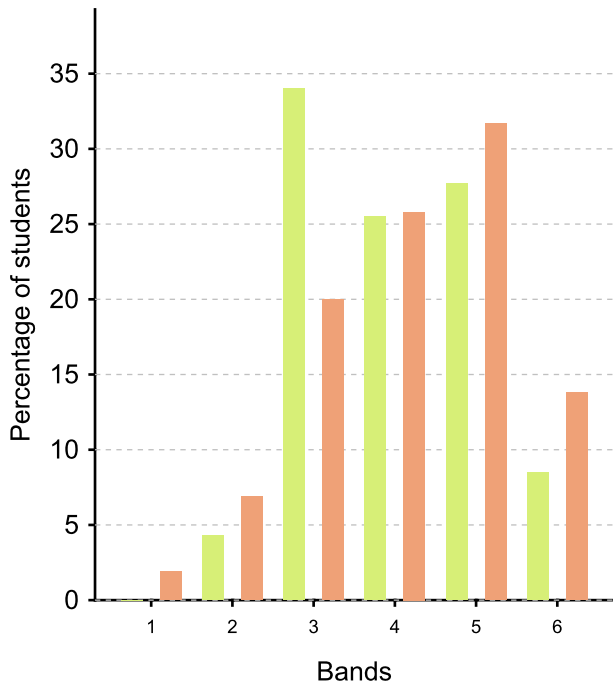
Band	1	2	3	4	5	6
Percentage of students	2.1	2.1	6.4	14.9	23.4	51.1
School avg 2015-2017	7.1	6.2	13.0	15.8	20.3	37.6

**Percentage in bands:
Year 3 Spelling**



Band	1	2	3	4	5	6
Percentage of students	0.0	2.1	8.5	19.2	34.0	36.2
School avg 2015-2017	2.8	4.3	10.8	20.6	32.5	29.0

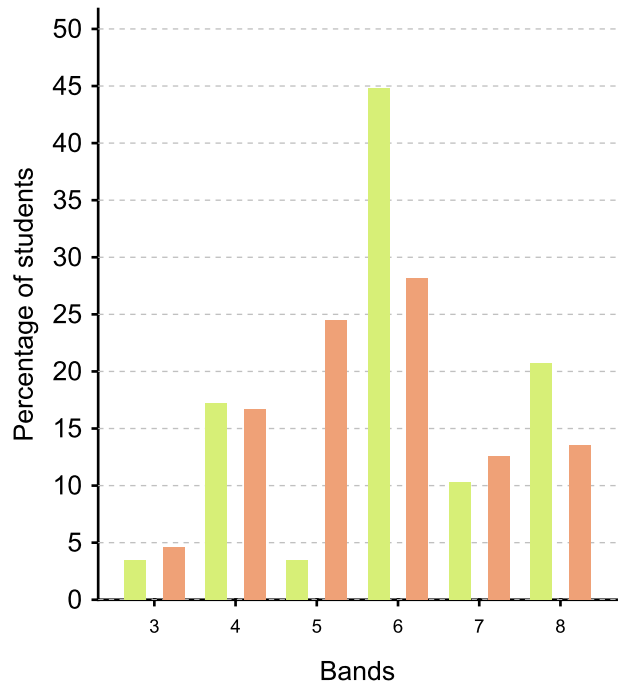
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	4.3	34.0	25.5	27.7	8.5
School avg 2015-2017	1.9	6.9	20.0	25.8	31.7	13.8

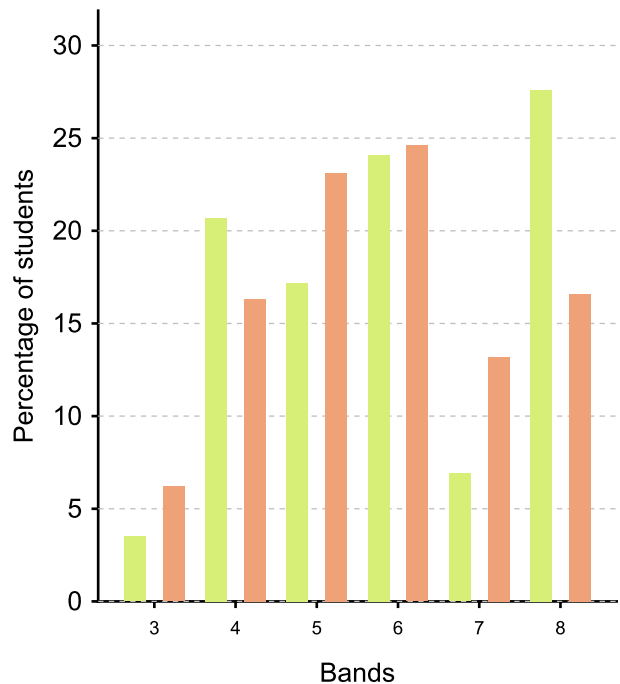
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	3.5	17.2	3.5	44.8	10.3	20.7
School avg 2015-2017	4.6	16.7	24.5	28.2	12.6	13.5

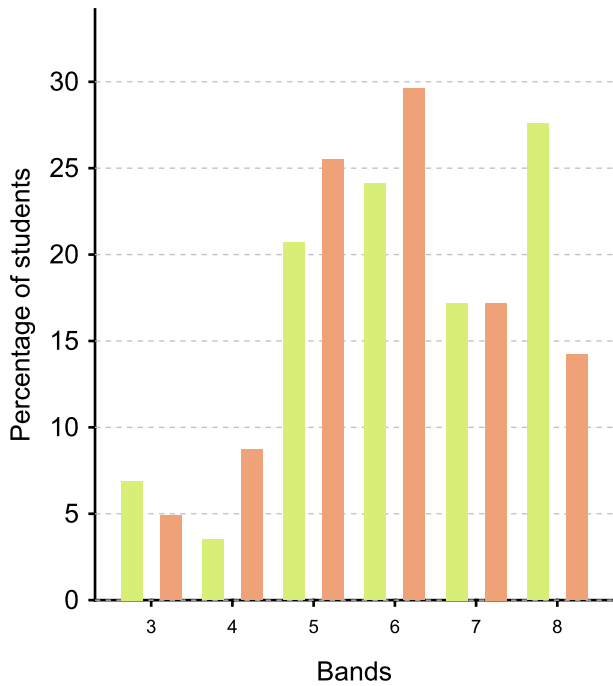
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	3.5	20.7	17.2	24.1	6.9	27.6
School avg 2015-2017	6.2	16.3	23.1	24.6	13.2	16.6

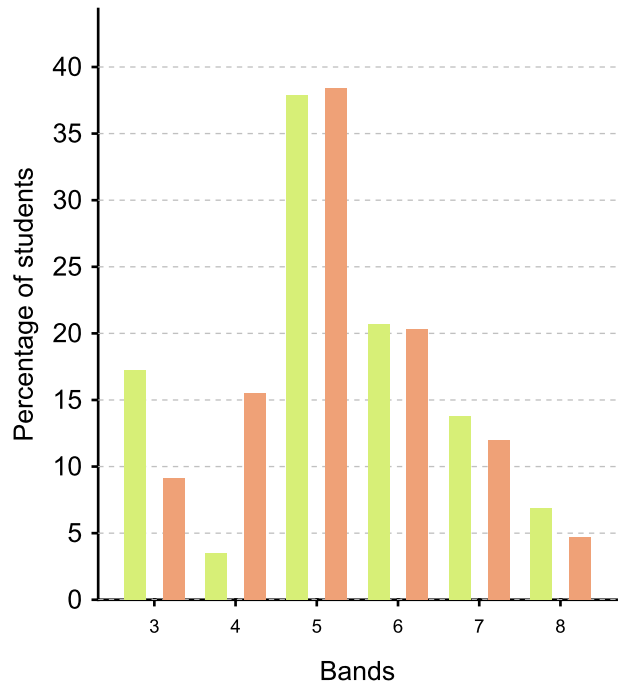
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	6.9	3.5	20.7	24.1	17.2	27.6
School avg 2015-2017	4.9	8.7	25.5	29.6	17.2	14.2

Percentage in bands:
Year 5 Writing

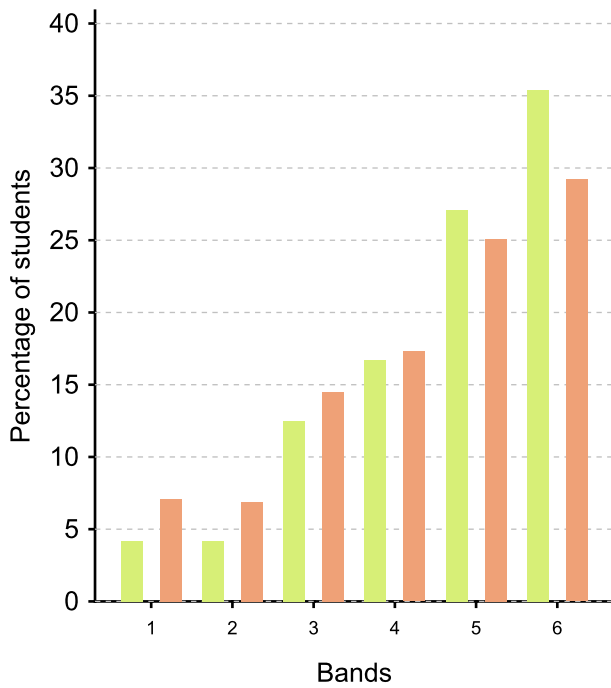


Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	17.2	3.5	37.9	20.7	13.8	6.9
School avg 2015-2017	9.1	15.5	38.4	20.3	12.0	4.7

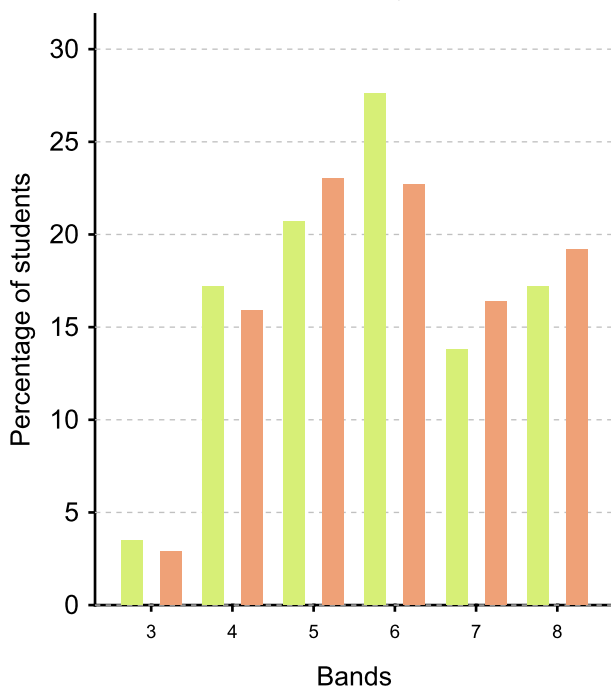
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Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	4.2	4.2	12.5	16.7	27.1	35.4
School avg 2015-2017	7.1	6.9	14.5	17.3	25.1	29.2

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	3.5	17.2	20.7	27.6	13.8	17.2
School avg 2015-2017	2.9	15.9	23.0	22.7	16.4	19.2

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.

Parent/caregiver, student, teacher satisfaction

PARENT/CAREGIVER SATISFACTION

In 2017 our participated in the Tell Them From Me survey program, which is managed by The Centre for Educational Statistics and Evaluation (CESE).

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 twenty one respondents out of two hundred and fifty 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 number of respondents for this survey didn't represent the cross section of families at the school and would be considered too small for reliable statistical information.

Overall, the information gathered from respondents displays similar patterns and trends in satisfaction levels and expectations.

In 2018 we will consider departing from the TTFM program and undertake to create our own survey instruments for measuring teacher, parent and student satisfaction.

STUDENT SATISFACTION

Students in Years 4 to 6 participated in surveys which sought to examine their attitudes to school. Over 100 students participated and generally indicated they are happy at the school and learn effectively. Students did express a desire to participate in a range of learning activities that are consistent with their interests and abilities. We are always looking to provide a series of rich learning programs as extra curricula activities.

TEACHER SATISFACTION

Class teachers and specialist teachers, seventeen in total, completed the TTFM teacher survey. Our members of staff generally indicated that they feel supported and are happy in their workplace. The school has little staff turnover. Teachers feel they are afforded opportunities for professional learning and

career advancement.

Teachers largely saw their role as predominantly teaching and learning. They viewed excessive compliance and administrative tasks as jobs that take them away from the core business of teaching.

Policy requirements

Aboriginal education

In 2017 our school had 23 Aboriginal students enrolled. Our Deadly Kids Awards recipient was Eloise Grant–McCabe (Year 6).

We continue to emphasise the importance of our indigenous students connecting to country and having cultural understandings in all areas of their lives. Our programs therefore promote and teach those perspectives in classrooms and through our cycle of cultural celebrations. We observe Sorry Day, NAIDOC and Reconciliation Weeks.

In 2017 we also took part in the launch of new educational resources that were produced by the AECG. The materials were trialled in classrooms and the NSW Minister for Aboriginal affairs and AECG representatives were on hand for the launch.

Students and teachers completed Personalised Learning Plans, which help set learning goals. Parent/caregiver interviews with teachers were scheduled to negotiate and discuss students' learning needs.

Multicultural and anti-racism education

Our School has 66% Language Background Other Than English (LBOTE) students from over 37 language backgrounds, including Aboriginal Language. Mandarin, Cantonese, Indonesian and Japanese 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. The school's Anti Racism Contact Officer (ARCO) is on hand to provide educational guidance around such matters.

Harmony Day is a significant event at our school, where we acknowledge multicultural Australia. We also honoured Emelda Davis and her son Shola Diop by inducting them onto the school's Inspiration Wall. Ms Davis carries many honours and achievements, mainly in her work as President – ASSI (Port Jackson) Ltd. Australian South Sea Islanders NSW State Alliance. Her son Shola Diop was a successful college basketball player in the United States and now works in the finance industry in London. He is a former student of our school.

Students receive support to develop and maintain their first language through involvement in the school's Community Language Program (Mandarin). 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. The school also hosts the Saturday School of Community Languages (Japanese), which is a good fit with our school's culture, especially with 10% of our students residing in households where Japanese is spoken.

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.