

Ultimo Public School Annual Report



2018



3305

Introduction

The Annual Report for **2018** is provided to the community of Ultimo Public School as an account of the school's operations and achievements throughout the year. This report details major initiatives and achievements in the school's first year at the temporary school site, located in Wentworth Park on Wattle Street, Glebe.

It provides a detailed account of the progress the school has made in providing high quality educational opportunities for all students, as set out in the school plan. It also 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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Message from the Principal

In 2018, Ultimo Public School entered an exciting new era in its long history. The school moved to its temporary location at Wattle Street, Glebe, while the existing school building was demolished to build a new state of the art facility. Our Project Reference Group (PRG) continued as it finalised the detailed design elements for the new Ultimo Public School.

Furthermore, 2018 represented the beginning of our three-year School Plan cycle, which will be implemented on both sites. Our strategic directions will drive our pursuit for well-being, the sophisticated delivery of literacy programs for high level learning and the expansion of quality initiatives and practices in the areas of Science, Technology, Engineering, Arts and Mathematics (STEAM).

The school continues to be a dynamic, caring and innovative school that caters for its culturally diverse community.

This year has also been another year of increased learning opportunities and achievements as students continue to flourish academically and in their physical health. The NAPLAN results continue to rise for both Years 3 and 5 students in Literacy and Numeracy.

This year the school held its annual Creative and Performing Arts Show at our temporary site. The event showcased the incredible talents of all students in Performing and Visual Arts, including movie presentations. Our Movie Club students showcased their movie, Mumble, which was entered into the Film by the Sea Festival and was presented at the Ritz Cinema Short Movie Festival.

Staff participated in professional learning workshops to develop and teach technology skills to students. This was augmented by our engagement with the Thinkersshield program at the Powerhouse Museum and the introduction of Stemshare visits.

I extend a warm thank you to all staff members, families and community supporters for their fine contributions and dedication.

Demetri Tilliris

Relieving Principal

School background

School vision statement

Ultimo Public School is creating a culture where all students are physically active beings who will develop their muscular skeletal selves as healthy, strong people. The school vision is practised through everything we do, whether it be by a school leader, teacher, student or parent. The school vision is underpinned by our key message, which is that physical and mental well-being can enhance and make best use of quality learning and teaching. We embed our message with Health and Well being, 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, the State Library of NSW, the NSW Museum and other major landmarks of Sydney.

In recent years, the school has experienced steady enrolment growth due to the revitalisation of the Pyrmont and Ultimo areas. In 2018 the school had an enrolment of 287 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 4% 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. The Instructional Leader works with teachers to co-plan, co-design and co-teach balanced literacy and numeracy lessons. 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.

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 a 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 findings from our self-assessment can be summarised as follows:

Learning Culture – Sustaining and Growing

Well-being – Sustaining and Growing

Curriculum and Learning – Sustaining and Growing

Assessment and Reporting – Sustaining and Growing

Student Performance Measures – Delivering

Effective Classroom practice – Sustaining and Growing

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 – Delivering

School Resources – Sustaining and Growing

Management Practices and Processes – Sustaining and Growing

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 please visit:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Health & Well-being

Purpose

Purpose:

To improve the capacity of students to be physical beings by following the guidelines of the Physical Literacy Continuum and the new K–10 PDHPE Syllabus to enhance student academic achievement.

This will be achieved through:

- * Engagement in the Live Life Well at School (LLW@S) program;
- * Teacher professional learning in the Physical Literacy Continuum and the new K–10 PDHPE Syllabus;
- * The development of a whole school PDHPE scope and sequence and new PDHPE units of work based on the Physical Literacy Continuum and the new K–10 PDHPE Syllabus;
- * Teachers differentiating PDHPE curriculum delivery to meet the needs of individual students;
- * Stage 3 students being informed of the importance and forms of physical activity, given opportunities to research their own levels of physical activity and provided feedback on their own levels of physical activity;
- * Extra-curricular learning opportunities that are significant, support student development and are strongly aligned with the school's vision, values and priorities;
- * Providing opportunities for parents to be involved and informed in Well-being/PDHPE initiatives, programs and events;
- * The school identifying expertise within its staff and drawing on this to further develop its professional community.

Overall summary of progress

Our school has made significant progress in improving the capacity of students to be physical beings, leading to enhanced student academic achievement. We have implemented a series of initiatives that offer students and their families a range of activities and opportunities to becoming more physically active and having an increased awareness of nutrition.

We engaged a nutrition expert to deliver workshops to students and parents on healthy eating and welcomed researchers from the University of Sydney, who informed Stage 3 students on their level of the physical activeness through the use of cutting edge motion wrist bands.

We continue to have an exceptionally large number of participants in our morning fitness program, which continues to grow.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent and student surveys results (prior to and at the completion of the Live Life Well at School Program) reveal improved data on student/family physical activity and nutrition practices and attitudes towards how the school approaches Well-being and PDHPE programs.	The school received a DoE grant of \$5000 to be used for Wellbeing and PDHPE purposes. This was used to buy nutrition resources, release staff to prepare staff presentations and to fund a guest speaker from Victory Health Nutrition Experts. \$2000 was received from LLW@S at the conclusion of the program.	Survey Monkey results: <ul style="list-style-type: none">• 100% of parents surveyed feel they are encouraged to pack healthy lunchboxes.• 70% of parents surveyed feel students have the opportunity at school to learn about healthy eating habits and food choices that promote good health.• 70% of parents surveyed feel parents and carers are provided with information to help them support their child's eating habits.•

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent and student surveys results (prior to and at the completion of the Live Life Well at School Program) reveal improved data on student/family physical activity and nutrition practices and attitudes towards how the school approaches Well-being and PDHPE programs.	\$2800.00 was expended on the Life Education program, which was contributed by the P & C.	<p>77% of parents surveyed feel Students are given opportunities at school to be physically active as part of PDHPE programs.</p> <ul style="list-style-type: none"> 44% of parents surveyed feel they are given opportunities to participate in programs that support PDHPE. 40% of parents surveyed feel they are provided with information to help them limit sedentary behaviour at home.
Reports from monitoring devices, used by Stage 3 students in the iEngage Physical Activity Pilot Study to measure pre and post levels of physical activity, will reveal increased levels of physical activity.		<p>This program is running exceptionally well with the Year 6 students.</p> <p>The results from the iEngage study show that for many of the indicators of physical fitness the group of participants were well represented in the 'normal' or 'healthy fitness zone' categories, compared to the age- and gender-specific International and Australian normative values. However, for flexibility the males in the study group were over represented in the 'poor' category, and for aerobic fitness there was also a greater representation of males in the 'needs improvement zone'. These results indicate two areas that may be targeted in future physical education programs. These physical fitness assessments were made once during the study to characterise the group of participants.</p>
Executive (then all staff) to use the School Excellence Framework to plot the school's strengths and areas for further direction.		The executive and staff undertook a self-assessment using the School Excellence Framework. In the domain of learning and the element of Wellbeing the finding was that the school is Sustaining and growing.
The creation of a robust PDHPE Scope and Sequence incorporating innovative units of work, the Physical Literacy Continuum and the K-10 PDHPE Syllabus.		The PDHPE scope and sequence has been commenced but is still a work in progress. Three more members of the Wellbeing Strategic Direction Team will attend professional learning run by ACHPER, involving the creation of PDHPE units of work and scope and sequences.

Next Steps

Our teachers have received professional learning on the Physical Literacy Continuum and are in the process of creating a new PDHPE scope and sequence based on the K–10 PDHPE Syllabus. New K–6 PDHPE units of work will be created/acquired throughout 2019 to enable the development of a robust PDHPE scope and sequence encompassing the Physical Literacy Continuum.



Strategic Direction 2

Literacy with a focus on Writing

Purpose

Purpose:

To build the capacity of teachers to deliver quality educational programs in Literacy, with a focus on writing and editing based on:

1. evidence and research
2. measured growth in learning
3. differentiation

To enhance the creative writing abilities of students.

This will be achieved through:

- * Professional learning in innovative literacy practices (based on evidence/research);
- * Monitoring, evaluating and reviewing teaching and learning processes being embedded and undertaken routinely by:
 - integrating technology, the library and information services into curriculum delivery;
 - teachers differentiating the curriculum to meet the needs of individual students, ensuring personalised learning;
 - teachers communicating learning intentions and feedback to students;
 - Data collected for the purpose of measuring growth in learning

Overall summary of progress

Our school has continued to enhance programs in literacy.

Staff members were trained on the use of an on-line touch-typing program, handwriting and Seven Steps to Successful Writing.

Shelves were installed in the reading resource room to house all home and guided readers and the reading levels were updated to a simpler number level system, which has received positive feedback from teachers, students and parents.

We have also collected data on students' progress across several strands including spelling, reading and writing (particularly narratives) and provided timely 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
Assessment data for all students (PLAN 2 data – Literacy Progressions, reading levels, writing samples, etc.) analysed to guide the assessment and reporting of student progress, with the majority showing expected growth per semester relevant to expected time frames.	3 casual days (\$400 x 3)	<p>The capture of data in reading and spelling using the Waddington standardised tests was successful. Data was collated for Stage 1 to begin with and steady progress recorded for most students.</p> <p>A staff member is to be released in 2019 to compile comparisons of report grades, PLAN data and NAPLAN results.</p> <p>We have commenced delivering professional learning on Learning Progressions to staff (following three members of staff receiving training). Further professional learning will give stage teams opportunities to look at writing samples and establish Consistency of Teacher Judgement for</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Assessment data for all students (PLAN 2 data – Literacy Progressions, reading levels, writing samples, etc.) analysed to guide the assessment and reporting of student progress, with the majority showing expected growth per semester relevant to expected time frames.</p>		<p>specific samples of work.</p>
<p>The school's guided and home reading resources will be overhauled for better access and to reflect a simpler progression of reading levels (1–30). This process will result in positive feedback from staff, students and parents and will involve:</p> <ul style="list-style-type: none"> • improving teacher access to reading resources • Implementing an audit of the Home Reader system from E1 – Extension and Reading Recovery levels 1 – 30 • cull dilapidated readers in order to provide a faster progression for students and create a sustainable system for growth in the future. 	<p>\$1,000 for extra home readers was deferred to 2019.</p> <p>\$200.00 for book boxes enabling improved access to reading materials.</p>	<p>Extra smaller boxes were ordered to create a supplementary set for higher performing students from levels 20–30.</p> <p>Shelves were installed in the reading resource room to house all home and guided readers and the reading levels were updated to a simpler number level system, which has received positive feedback from teachers, students and parents.</p> <p>Classroom teachers surveyed regarding their experience of new system of 1–30 rather than E1 – Countdown in T4. Parents K–2 surveyed as to their experience of 1–30 rather than E1 –Touchdown in T4. The new system has been received warmly.</p>
<ul style="list-style-type: none"> • Seven Steps to Successful Writing concepts, practices and resources to become ingrained (sustained) in the teaching of literacy at UPS. 	<p>3 teachers in March \$2700</p> <p>1 teacher in May \$900</p> <p>Casual cost \$400 x 4</p>	<p>Four teachers have attended professional development on Seven Steps to Successful Writing. Students completed their narrative writing samples for Term 1. This has been marked according to the Seven Steps marking criteria.</p> <p>Teacher surveys evaluating this program revealed the following results (1= Weak, 10 = Outstanding):</p> <p>60% gave a rating of 8 out of 10</p> <p>40% gave a rating of 9 out of 10.</p>
<ul style="list-style-type: none"> • Majority (approx. 90%) of students (Years 1 to 6) will produce sound to high quality written texts (particularly narratives and persuasive texts). 		<p>Graph data shows an overall Writing improvement for 125 students across Years 2–6 of 8.7%</p>
<ul style="list-style-type: none"> • There will be an increase of mid–range students achieving in the top two NAPLAN bands in English (particularly writing), thus achieving the Premier's Targets (from 2019). 		<p>In 2017, 37% of Year 3 students achieved in Bands 5 and 6 in Writing and 21% of Year 5 students achieved in Bands 7 and 8 in Writing.</p> <p>In 2018, 55.5% of Year 3 students achieved in Bands 5 and 6 in Writing and 13.5% of Year 5 students achieved in Bands 7 and 8 in Writing.</p>

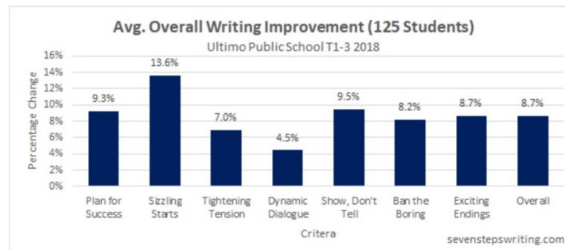
Next Steps

Staff members will continue to receive professional learning in the Seven Steps to Successful Writing program.

Chrome books to be acquired in 2019 will give students greater access to on-line touch-typing programs.

Teachers will continue to be provided with a program of high quality professional learning in Quality Teaching with a specific focus on Learning Intentions, Learning Progressions and feedback strategies related to writing.

2018 UPS Writing Improvement



Strategic Direction 3

STEAM (Science, Technology, Engineering, Arts, Mathematics)

Purpose

Purpose:

To deliver quality educational programs in STEAM (Science, Technology, Engineering, Arts and Mathematics).

To build the capacity of teachers to deliver quality educational programs through the implementation of quality teaching of Science and Technology, Engineering, the Arts and Mathematics, thus developing skills in communication and enterprise.

This will be demonstrated through:

- * Staff having purposeful leadership roles based on professional expertise and areas of interest;
- * Monitoring, evaluation and review of processes being embedded and undertaken routinely;
- * Curriculum delivery integrating technology, library and information services;
- * The school providing a range of extracurricular offerings for student development;
- * Teachers differentiating curriculum delivery to meet the needs of individual students;
- * The school analysing internal and external assessment data to monitor, track and report on student and school performance;
- * Parents having an understanding of what their children are learning and receive regular information to support progression to the next level;
- * The school identifying expertise within its staff and drawing on this to further develop its professional community.

Overall summary of progress

Several exciting initiatives were implemented in the area of STEAM (Science, Technology, Engineering, Arts, Mathematics).

Stage 3 students and staff were extremely excited to be involved in weekly project-based and technology based learning modules at the Powerhouse Museum. The Museum staff were very keen to develop our students with an initial skill set and to build upon this to eventually create project-based learning modules. They would like this to run indefinitely.

Positive feedback was received from staff and students regarding student involvement and engagement in the extremely successful Out of the Box Incursion. Differentiated elements of this program provided explicit teaching of various mathematical strategies to all students participating.

Staff received professional learning in a Mathematics program (which Stage 3 will trial in 2019) designed to highlight investigative practices and problem solving strategies.

The STEAM team was successful in securing Tablet Robotic Stemshare Kits for use by students and teachers at the school. The school is also very grateful for the donation of Maker Space Equipment and LEGO kits, which were used by our LEGO and Robotics clubs during lunchtimes.

A wonderful community partnership was formed when staff and preservice teachers of The University of Notre Dame worked with a Kindergarten and 4/5 class to create sculptures, which were later showcased at our annual Creative Arts Show.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Assessment data for all	3 casual days (\$400 x 3)	A staff member is to be released in 2019 to compile

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>students (PLAN 2 data – Numeracy Progressions, school report achievement levels in Mathematics, etc.) analysed to guide the assessment and reporting of student progress, with the majority showing expected growth per semester relevant to expected time frames.</p>		<p>comparisons of report grades, PLAN data and NAPLAN results. We have commenced delivering professional learning on Learning Progressions to staff (following three members of staff receiving training). Further professional learning will give stage teams opportunities to look at writing samples and establish Consistency of Teacher Judgement for specific samples of work.</p>
<ul style="list-style-type: none"> As a result of annual involvement in the Out of the Box incursions, differentiated curriculum delivery and extra-curricular programs, many students will display a variety of abilities in problem solving (enterprise), through working mathematically. 	<p>\$1850 for Inquisitive Minds – Out of the Box incursion</p>	<p>Positive feedback from staff and students, regarding student involvement and engagement throughout. Differentiated elements of the incursion gave support to all students participating. Explicit teaching of strategies evident. Enthusiastic to have them return in 2019 and beyond. Out of the Box Incursion booked for Term 1, 2019. they target audience will be Stage 2 and 3 students who will receive new content. Additional Professional Learning booked for staff on the same day. Aim to inspire staff with engaging students in their new classes.</p>
<ul style="list-style-type: none"> NAPLAN – An increase of students in Years 3 and 5 scoring in the top two bands for numeracy tests (from 2019). 		<p>In 2017, 62% of Year 3 students achieved in Bands 5 and 6 in Numeracy and 31% of Year 5 students achieved in Bands 7 and 8 of Numeracy.</p> <p>In 2018, 52.7% of Year 3 students achieved in Bands 5 and 6 in Numeracy and 43.2% of Year 5 students achieved in Bands 7 and 8 of Numeracy.</p>
<ul style="list-style-type: none"> Students will engage (in class and extra-curricular) in maker space, robotics, coding and LEGO club activities. 		<p>In 2018 students from various grades throughout the year were able to engage in lunchtime LEGO clubs. A parent volunteer, along with teacher volunteers, also ran a lunchtime coding club for Stages 2–3. Chess Club for Years 2–6 ran successfully before school throughout the year.</p>

Next Steps

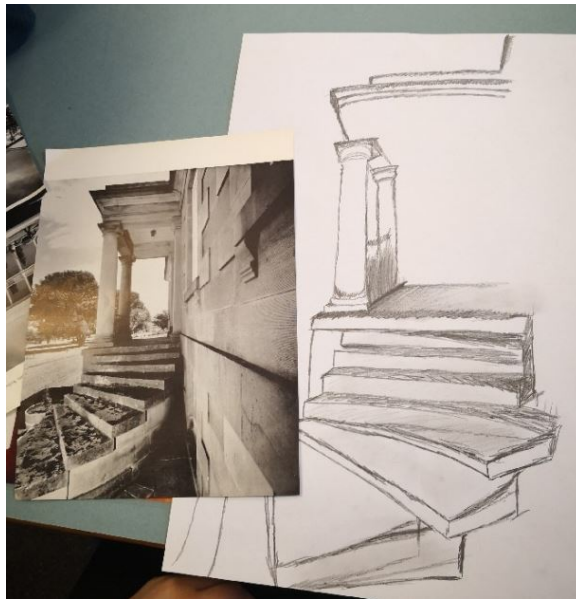
We enthusiastically look forward to the return of the 'Out of the Box' Incursion in 2019. Stage 2 and 3 students will receive new content to that of 2018 and professional learning will be provided to staff on the same day.

Senior students and staff will continue to be involved in weekly technology and project-based learning modules at the Powerhouse Museum.

We look forward to the development of an updated Mathematics scope and sequence. Stage 3 teachers will also be trialling a Mathematics program designed to highlight investigative practices and problem solving strategies.

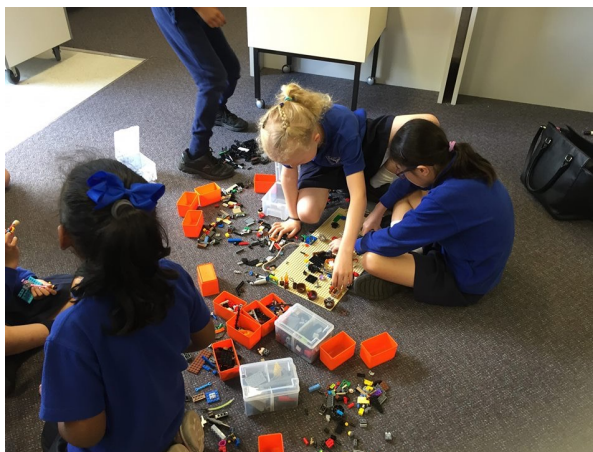
Our relationship with the Powerhouse Museum will expand to include NESA accredited staff professional learning as well as weekly student workshops. The staff of The University of Notre Dame have also expressed interest in continuing a partnership, working towards integrating the Arts into other curriculum areas.

Our Gifted and Talented programs, involving the Australasian Mathematical Olympiads, will be expanded to include Stage 2 as well as Stage 3 students in 2019.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$20,599 Flexible Funding	<p>In 2018, twelve (12) students from ATSI background were enrolled at the school. Eligible students received learning assistance via Reading Discovery and Learning and Support Teacher allocations. Some also received support from School Learning Support Officers (SLSOs). Personalised Learning Plans were created in consultation with parents during Parent–Teacher Interviews in Term 2. Staff were sent to related professional learning courses and the school purchased resources to support learning.</p>
English language proficiency	\$49,236 Flexible Funding	<p>In addition to our ELP Equity Staff component, the school employed an additional teacher for EAL/D programs 0.4 FTE (two additional days per week). 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.</p> <p>The purchase of Guided Reading reading (Levels 1 to 30) resources and School Magazines (Countdown to Touchdown) increased the equity access for all students.</p> <p>Teachers used data effectively to inform the language acquisition needs for EAL/D students.</p> <p>The EAL/D, Reading Recovery and Learning & Support teachers, as well as SLSOs, supported students and teachers inside and outside of the classroom to increase engagement with language proficiency.</p>
Low level adjustment for disability	\$26,030 Flexible Funding	<p>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. One teacher was also employed to present the Reading Discovery program to target Year 1 students needing a boost in their reading skills.</p> <p>Ultimo Public School employed two SLSOs throughout the year to support student engagement in the classroom and to monitor behaviour and social skills in the playground.</p>
Quality Teaching, Successful Students (QTSS)	\$49,037	<p>A school executive mentors and develops teachers' professional development plans. This took place in meetings with beginning teachers, classrooms and as professional learning during staff meetings. The off–class executive also led staff in self–assessment using the Schools Excellence Framework (SEF) and the achievement of strategic directions milestones.</p>

Socio-economic background	\$15, 471	The school augmented Learning and Support programs and provided financial assistance to all families that made a request to waive the fees for a variety of school programs including sporting events, camp, uniforms and excursions.
Support for beginning teachers		In 2018 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. The teacher was also encouraged to observe other teachers teach to improve teaching practice and collaboration. He was granted Proficient status towards the end of the year.
Targeted student support for refugees and new arrivals		<p>There were no refugees at Ultimo Public School in 2018.</p> <p>The small funding allocation was added to Aboriginal allocations as supplementary funds.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	155	129	133	129
Girls	154	154	154	161

Since 2016, student enrollments at Ultimo Public School have been steadily increasing. It is anticipated that enrollments in 2019 will return to over 300 students, as was the case in 2015.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.2	94.1	94.4	95.4
1	94.1	95.2	93.2	94.3
2	95.4	93.8	94.4	93.9
3	94.6	91.9	95.5	94.4
4	95.3	95.3	93.7	94.8
5	96.2	93.8	94.5	95
6	96.9	91.9	96.1	92.9
All Years	95.2	93.7	94.6	94.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Attendance rates at Ultimo Public School sit above state rates for all grades. In Semester 2 of 2018, the attendance rate for non-Aboriginal students was 92.6% and 87.9% for Aboriginal students.

In 2018, absences and partial absences at our school were attributed to just a few families. Even so, there were no referrals 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 Early Stage 1 staff are vigilant in addressing punctuality and attendance issues to avoid patterns of bad habits occurring in the early years.

Our school is currently trialling un-enrolling students whose families go away for close to or more than a term (rather than granting extended leave) and re-enrolling them upon their return. This is having a positive impact on our attendance rates.

Class sizes

Class	Total
K BLUE	17
K RED	21
K GREEN	20
1 GREEN	20
1 RED	19
1 PURPLE	18
2 BLUE	28
3/4 GREEN	32
3/4 RED	31
4/5 RED	30
4/5 GREEN	30
6 BLUE	29

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.48
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher ESL	1
School Administration and 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. In 2018, there were no Aboriginal members of staff at our school. Where required we engaged the assistance of the Aboriginal Liaison Officer.

Workforce retention

Staff retention in 2018

In 2018, one assistant principal was non-teaching as an instructional leader, funded by Quality Teaching Successful Students (QTSS) funding and other staffing entitlements. Hence, an additional classroom teacher was engaged and there were no other staffing changes from the previous school year.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

Professional learning and teacher accreditation

In 2018 our teachers undertook a suite of professional learning experiences, both onsite and at other venues. One teacher attained accreditation at Professional Competence. All staff members were up to date in their mandatory training.

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
- Seven Steps of Successful Writing
- The Physical Literacy Continuum
- The PDHPE K–10 Syllabus
- Coding and Robotics
- Futures Learning
- Learning Progressions
- iEngage
- Thinkershield Mathematics.

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

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

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

The school invested \$19,549 in professional learning

with expenditure covering course fees, materials and casual teacher relief.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	120,559
Revenue	3,048,384
Appropriation	2,823,884
Sale of Goods and Services	26,444
Grants and Contributions	193,294
Gain and Loss	0
Other Revenue	300
Investment Income	4,462
Expenses	-2,823,128
Recurrent Expenses	-2,823,128
Employee Related	-2,637,548
Operating Expenses	-185,580
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	225,255
Balance Carried Forward	345,814

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, Ultimo Public School was a beneficiary of Christmas in Pymont and received a donation of \$30,000 to be used to support Learning and Support programs and to support students with special learning needs.

School performance

NAPLAN

In the National Assessment Program (also known as NAPLAN), 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.

In greater detail, the NAPLAN assessment scale is divided into ten bands to record student results in the tests. Band 1 is the lowest band and band 10 is the highest band. The national minimum standards encompass one band at each year level and therefore represent a wide range of the typical skills demonstrated by students at this level. The bands map the increasing complexity of the skills assessed by NAPLAN. Six of the bands are used for reporting student performance at each year level. The Year 3 report shows bands 1 to 6, the Year 5 report shows bands 3 to 8.

Students in Year 3 and Year 5 continue to demonstrate improved achievements in the NAPLAN assessment. Students in Year 3 and Year 5 this year showed a continued positive trend of increasing performance above the National Minimal Standards .

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

NAPLAN Literacy Data

In NAPLAN, students demonstrated a steady trajectory of growth in literacy.

In 2018, 83.3% of Year 3 students achieved in the top three bands in Grammar and Punctuation, 83.3% in Reading and 86.1% in Spelling. 74.9% of Year 3 students achieved in Bands 4, 5 and 6 in Writing.

72.9% of Year 5 students achieved in Bands 6, 7 and 8 in Grammar and Punctuation, 62.1% in Reading and 70.2% in Spelling. 36.2% of Year 5 students achieved in the top three bands in writing.

Financial summary equity funding

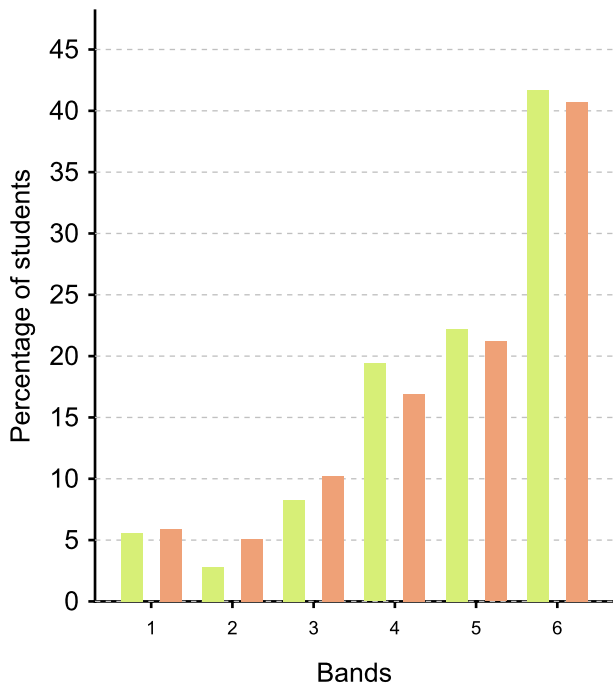
The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	2,130,544
Base Per Capita	55,497
Base Location	0
Other Base	2,075,047
Equity Total	288,329
Equity Aboriginal	20,599
Equity Socio economic	15,471
Equity Language	153,349
Equity Disability	98,909
Targeted Total	69,642
Other Total	198,695
Grand Total	2,687,209

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.

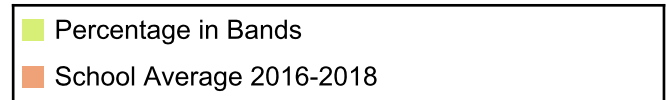
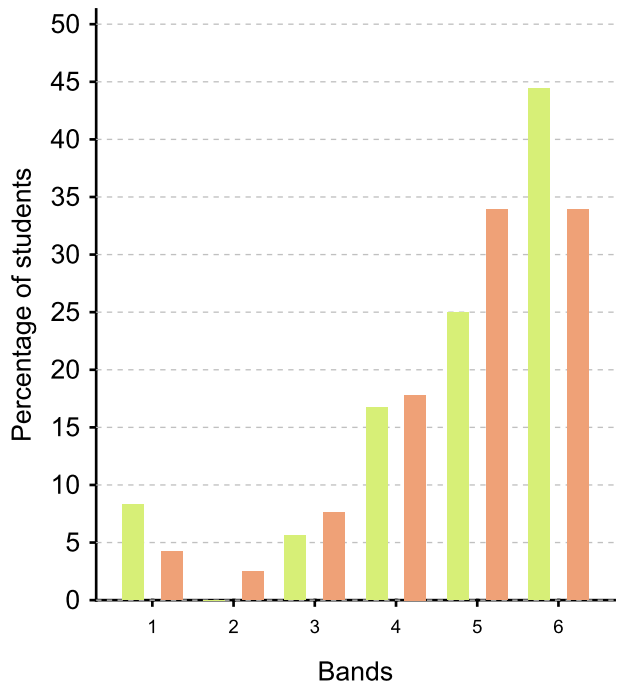
Percentage in bands:
Year 3 Grammar & Punctuation



Band	1	2	3	4	5	6
Percentage of students	5.6	2.8	8.3	19.4	22.2	41.7
School avg 2016-2018	5.9	5.1	10.2	16.9	21.2	40.7

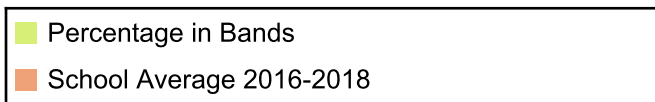
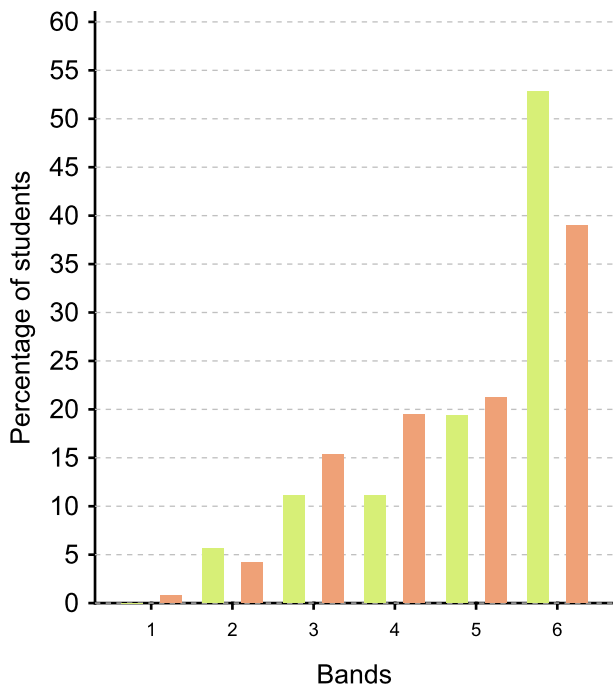
Band	1	2	3	4	5	6
Percentage of students	0.0	5.6	11.1	11.1	19.4	52.8
School avg 2016-2018	0.8	4.2	15.3	19.5	21.2	39

Percentage in bands:
Year 3 Spelling

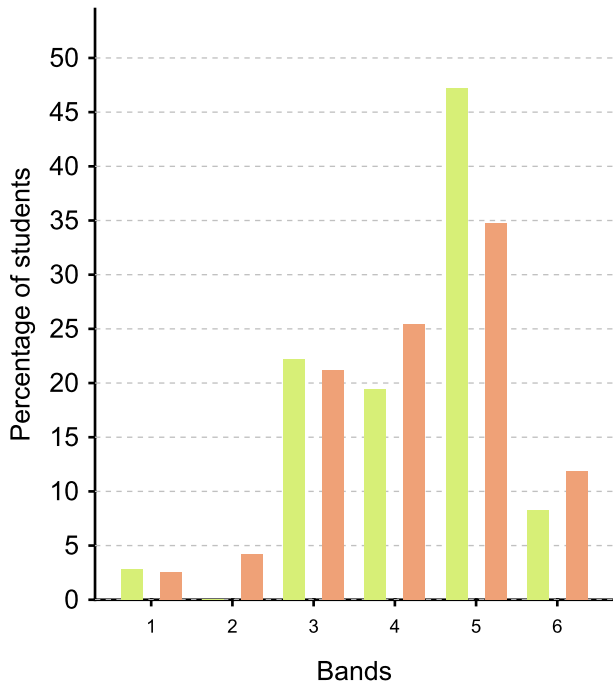


Band	1	2	3	4	5	6
Percentage of students	8.3	0.0	5.6	16.7	25.0	44.4
School avg 2016-2018	4.2	2.5	7.6	17.8	33.9	33.9

Percentage in bands:
Year 3 Reading



**Percentage in bands:
Year 3 Writing**

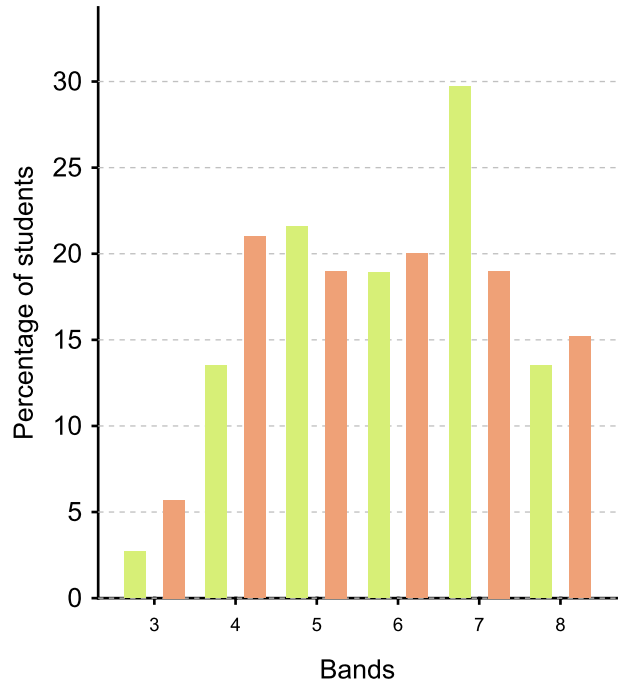


■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	2.8	0.0	22.2	19.4	47.2	8.3
School avg 2016-2018	2.5	4.2	21.2	25.4	34.7	11.9

Band	3	4	5	6	7	8
Percentage of students	8.1	5.4	13.5	27.0	27.0	18.9
School avg 2016-2018	7.6	16.2	18.1	27.6	16.2	14.3

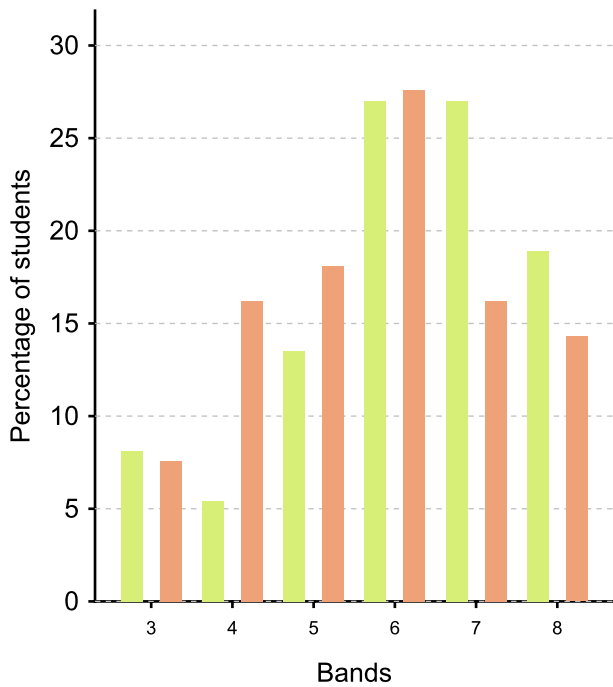
**Percentage in bands:
Year 5 Reading**



■ Percentage in Bands
■ School Average 2016-2018

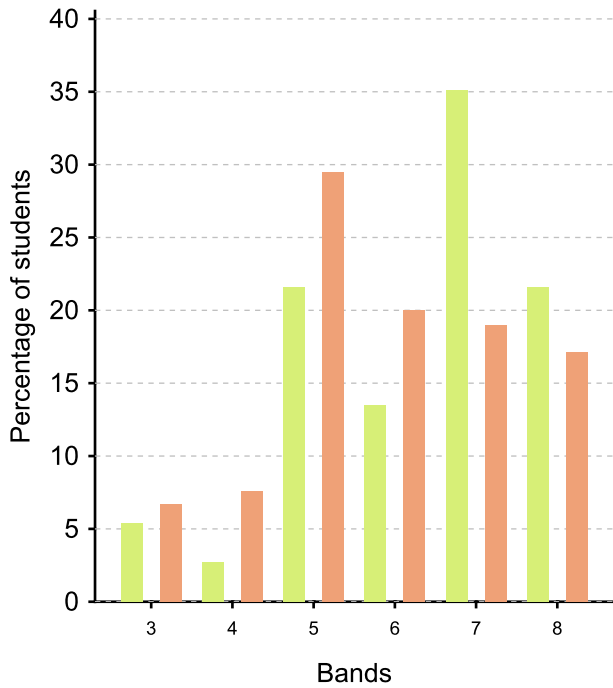
Band	3	4	5	6	7	8
Percentage of students	2.7	13.5	21.6	18.9	29.7	13.5
School avg 2016-2018	5.7	21	19	20	19	15.2

**Percentage in bands:
Year 5 Grammar & Punctuation**



■ Percentage in Bands
■ School Average 2016-2018

**Percentage in bands:
Year 5 Spelling**



Band	3	4	5	6	7	8
Percentage of students	16.2	8.1	35.1	27.0	10.8	2.7
School avg 2016-2018	13.3	15.2	35.2	23.8	9.5	2.9

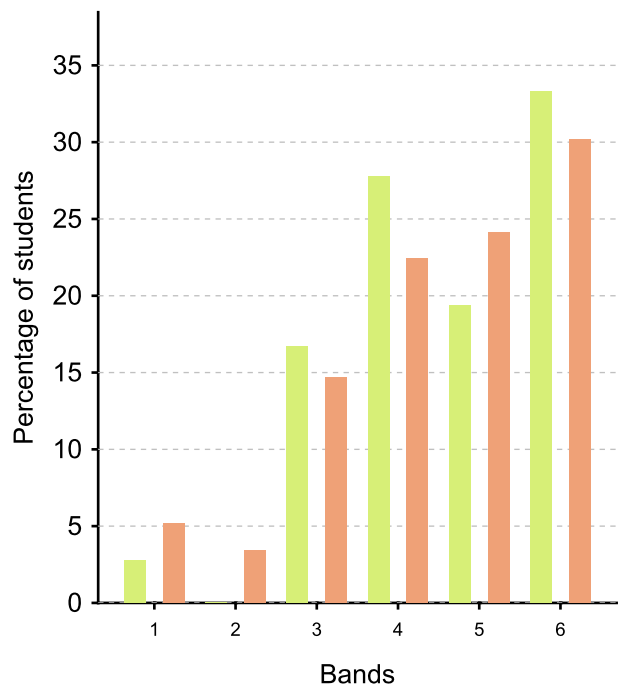
NAPLAN Numeracy Data

In 2018, we managed to demonstrate a steady trajectory of growth in numeracy.

80.5% of Year 3 students achieved in Bands 4, 5 and 6 in Numeracy.

67.5% of Year 5 students achieved in Bands 6, 7 and 8 in 2018.

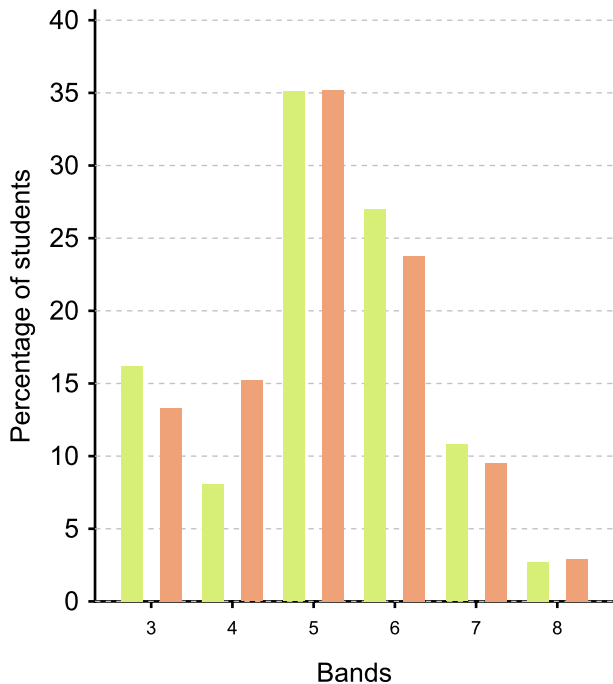
**Percentage in bands:
Year 3 Numeracy**



■ Percentage in Bands
■ School Average 2016-2018

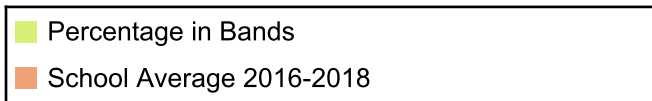
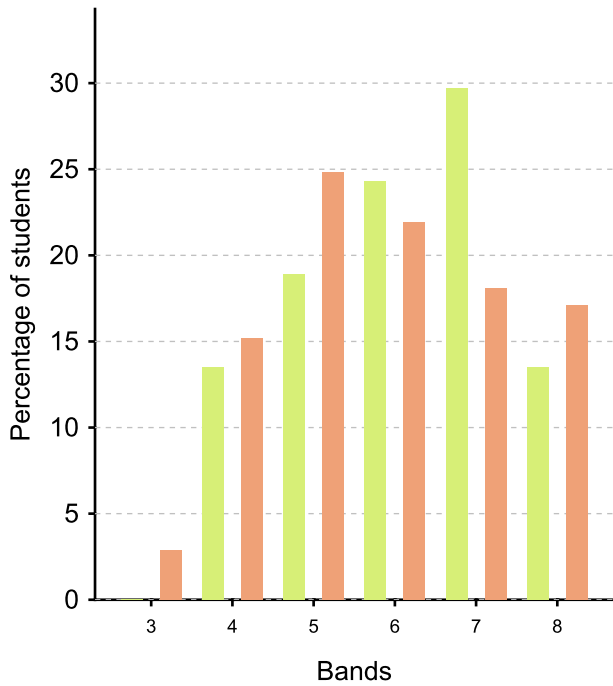
Band	3	4	5	6	7	8
Percentage of students	5.4	2.7	21.6	13.5	35.1	21.6
School avg 2016-2018	6.7	7.6	29.5	20	19	17.1

**Percentage in bands:
Year 5 Writing**



■ Percentage in Bands
■ School Average 2016-2018

**Percentage in bands:
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	0.0	13.5	18.9	24.3	29.7	13.5
School avg 2016-2018	2.9	15.2	24.8	21.9	18.1	17.1

In 2018, 52.7% of Year 3 students achieved in Bands 5 and 6 in Numeracy and 43.2% of Year 5 students achieved in Bands 7 and 8 of Numeracy.



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.

Premier's Targets

Ultimo Public School's School Plan 2018–2020 includes strategies and improvement measures that aim to increase the number of mid-range students achieving in the top two NAPLAN bands in English (particularly Writing) and Numeracy, thus achieving the Premier's Targets.

Literacy

In 2017, 37% of Year 3 students achieved in Bands 5 and 6 in Writing and 21% of Year 5 students achieved in Bands 7 and 8 in Writing.

In 2018, 55.5% of Year 3 students achieved in Bands 5 and 6 in Writing and 13.5% of Year 5 students achieved in Bands 7 and 8 in Writing.

Numeracy

In 2017, 62% of Year 3 students achieved in Bands 5 and 6 in Numeracy and 31% of Year 5 students achieved in Bands 7 and 8 of Numeracy.

Parent/caregiver, student, teacher satisfaction

Parent Satisfaction

In 2018, parents participated in two surveys relating to Physical Activity and nutrition practices and attitudes towards the school's approach to physical activity and nutrition.

Survey 1

In Term 2, we invited parents and carers to participate in a survey relating to physical activity and nutrition within our community. We compared the results of our survey with research conducted across the state and the results were surprisingly similar. The research examined came from the NSW Population Health Survey and the SPANS (Schools Physical Activity and Nutrition survey). SPANS is a longitudinal survey of NSW school children, which is conducted every 4 to 5 years since 1997. 44 parents provided responses to the survey and our school results proved to be very similar to SPANS (Schools Physical Activity and Nutrition survey) results.

The key findings from the surveys include:

- 25% of those surveyed stated their children participate in more than 60 minutes of moderate to vigorous physical activity each day;
- 77.55% of those surveyed stated their children walk to and from school;
- 54.55% stated their children participate in recreational swimming and 44.45% participate in organised sports (other activities were also listed at lower percentages);
- 68.81% stated their children sleep for more than 9 hours per night;
- 25% said their children spend between 2 to 4 hours per weekday on electrical devices;
- 45.45% said their children spend between 2 to 4 hours per weekend on electrical devices;
- 25% said their children eat between 3 to 5 serves of vegetables per day;
- 79.55% said their children eat between 1 to 3 serves of fruit per day;
- 38.64% said their children eat between 2 to 4 sweet snacks per day and 27.27% eat 4 to 6 sweet snacks per week. 4.55% eat more than 6 sweet snacks per week;
- 27.73% said their children eat between 2 to 4 savoury snacks per day and 13.64% eat 4 to 6 savoury snacks per week. 2.27% eat more than 6 savoury snacks per week;

Survey 2

In Term 3, we invited parents and carers to participate in a survey relating to their impressions of the school's approach to physical activity and nutrition. 29 parents provided responses to the survey.

The key findings from the survey include:

- 100% of parents and carers surveyed feel they are encouraged by the school to pack healthy

- lunchboxes for their children;
- 70% of those surveyed feel students have the opportunity at school to learn about healthy eating habits and food choices that promote good health;
- 70% of parents and carers surveyed feel they are provided with information to help them support their children's eating habits.
- 77% of those surveyed feel students are given opportunities at school to be physically active as part of PDHPE programs.
- 44% of parents surveyed feel they are given opportunities to participate in PDHPE programs.
- 40% of parents surveyed feel they are provided with information to help them limit sedentary behaviour at home.

Student Satisfaction

Students were also surveyed on physical activity and nutrition at Ultimo Public School. 183 students across Years 1 to 6 participated in the survey.

The key findings from the survey include:

- 65 of 183 students surveyed (36%) felt they belong to one of the school's extra curricula fitness programs (hip hop, netball, fitness club, soccer, etc);
- 115 of 183 students surveyed (63%) stated they would like to see more extra curricula fitness programs (e.g, ballet, rugby, volleyball, table tennis);
- 137 of 183 students (75%) felt they are involved in lots of physical activity at school;
- 117 of 183 (64%) students stated they learn about healthy eating at school.

Teacher satisfaction

A number of measures were used in 2018 to ascertain staff satisfaction in a number of areas:

Upgrades to Reading Levels, Resources and Storage

In staff discussions, classroom teachers were asked about their experience of the new reading system (1–30 rather than E1 – Touchdown). The new system was received warmly by staff.

Seven Steps to Successful Writing Professional Learning

Teacher surveys evaluating this program revealed the following results (1= Weak, 10 = Outstanding):

- 60% of teachers (25 teachers) gave a rating of 8 out of 10
- 40% gave a rating of 9 out of 10

Schools Excellence Framework

In staff discussions, the staff felt the school is Sustaining and Growing in the areas of Collaborative Practices, Well-being, Leadership and Management Practices and processes.

Retention of Staff

In 2018, an additional classroom teacher was engaged and there were no other staffing changes from the previous school year.

The findings from these surveys are used by the school to determine future action for student, staff and community development. They are also used as a measure of the effectiveness of school policies, procedures and initiatives.



Policy requirements

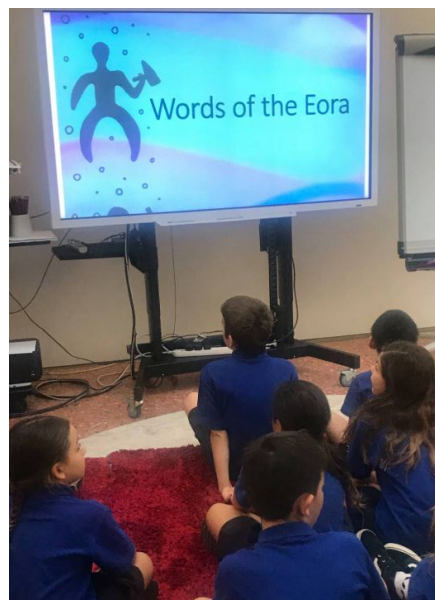
Aboriginal education

In 2018 there were twelve Aboriginal and Torres Strait Islander students enrolled at Ultimo Public School, with our Sydney Region Deadly Kid Award being presented to Jahliyah Ingram (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.

During Parent–Teacher interviews, indigenous families were allocated an extra fifteen minutes each to complete Personalised Learning Plans for students, which help set learning goals.

The school continually purchases a range of culturally appropriate reading and teaching resources and units to support the teaching of Aboriginal perspectives across all key learning areas. The teaching and learning programs for all classes ensure that all students are exposed to Aboriginal history, culture and beliefs of contemporary Aboriginal Australia through the implementation of quality History and Geography programs and strategies.

Aboriginal perspectives are embedded within school activities e.g. Acknowledgement of Country features as part of school assemblies. The school ensures all students recognise and participate in significant Aboriginal events throughout the year e.g. dedicated week of learning experiences and celebration for NAIDOC and Reconciliation Weeks, Sorry Day, etc. In 2018, the theme for National Reconciliation Week (NRW) was Don't Keep History A Mystery. As part of our NAIDOC Week activities, all students participated in performances by Aboriginal performers involving storytelling, dance and music.



Multicultural and anti-racism education

The school has a rich Multicultural history embedded in its community. The school aims to promote a positive and caring environment through recognition and understanding of diverse cultural groups within our society. 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.

Our School has 66% Language Background Other Than English (LBOTE) students from over 34 different language backgrounds, including Aboriginal Language, Mandarin, Cantonese, Indonesian, Korean, Lao and Thai being 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.

Cultural Celebrations and Commemorations

The school observes a number of cultural celebrations and commemorations including ANZAC Day, Reconciliation Week, Sorry Day and NAIDOC Week. Visiting performances and the singing program provide opportunities for all students to become immersed in cultural activities. These events occur throughout the year and at numerous school assemblies.

Harmony Day is a significant event at our school, where we acknowledge multicultural Australia. We also honoured Bill d'Anthes and Peter Mann by inducting them onto the school's Inspiration Wall. Mr d'Anthes and Mr Mann have served the local and wider community for decades. Tolerance and acceptance of individual differences are key elements of the school's Harmony Day activities, which highlight community participation and diversity with students becoming confident and articulate in expressing positive views against racism and discrimination in our school community.

Community Language

All students participate in the school's Community Language (Mandarin) Program, which also empowers Native Mandarin speakers to receive support to develop and maintain their first language. This program enhances the students' understanding and respect of Chinese culture as well as promoting Mandarin literacy. The Lunar New Year is celebrated annually in assemblies.

EAL/D

Students who are learning English as an additional language or dialect (EAL/D) 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. New arrivals are withdrawn several times a week for intensive small-group literacy activities. While collaborative planning and team teaching with classroom teachers takes place on a weekly basis to meet the needs of all EAL/D students, including those that are not necessarily new arrivals.

Curriculum

Where possible, Aboriginal perspectives is integrated throughout the curriculum. History and Geography units focus on cultural celebrations, family origins and places of cultural significance. These teaching programs foster students' understanding of culture, cultural diversity, racism and active citizenship within a democratic and multicultural society. The Anti-bullying program is taught from K to 6 and contains elements of anti-racism.

Ethics and Religious Education

As requested by the school community, Ultimo Public School has volunteers who provide instruction in Ethics, Catholicism, Christian Anglican and Islam. In 2019 Buddhism will be introduced.

Other school programs

Overnight Excursions

This year, students from Years 5 and 6 participated in a Sport & Recreation Camp at The Great Aussie Bush Camp for three days. The students participated in a variety of activities ranging from canoeing to orienteering. In 2019, Stage 3 students will attend an overnight excursion to Canberra.