



# Uralla Central School Annual Report



2016



3864

## Introduction

The Annual Report for **2016** is provided to the community of **Uralla Central 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.

The annual report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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## School background

### School vision statement

Uralla Central School caters for students from Kindergarten to Year 12 in a caring rural environment in the Northern Tablelands of New South Wales. Public education has played a role in the Uralla community since 1862 and we have been on our current site since 1868. The school motto 'Resurgam' literally means 'I arise', which can be interpreted as 'I am getting better', this ideal along with the notions of 'Enrichment, Innovation, Opportunity and Success' encapsulate the school ethos.

We are about learning and the power of learning – whether alone or with others; being critically self-aware; working through difficulties; being accountable for our actions and perhaps most importantly knowing what to do when we don't know what to do.

The school community is committed to preparing 21st century citizens; citizens who are Resilient, Organised, Persistent, Confident and Collaborative; lifelong learners empowered, adaptable and ready for all that life throws at them.

### School context

Uralla Central School, situated 25km from Armidale, is a proudly public, rural and coeducational school catering for students from K–12. The school has approximately 335 students including 20% Aboriginal and Torres Strait Islander students. The school has a tradition of consistent value adding in student growth. Uralla Central School provides a quality education that offers inclusive, relevant and integrated curriculum; high quality educational programs across the full range of academic ability; a range of Vocational Education Training (VET) opportunities; and quality creative and performing arts, co-curricular, sporting and personal development programs. The school has embraced a compressed HSC delivery model which broadens and strengthens school curriculum, and increases its relevance for students. Established welfare programs promote continuous improvement and a willingness to meet new challenges. The school enjoys strong and effective links between parents, carers and the wider community.

## 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Learning** the on balance judgement of the school is that it is **Delivering**. The school has undergone significant change in the past two years the Department's Reform Agenda being the least of these changes. A new principal, changes to executive and other long standing staff have all contributed to the beginnings of real and substantive change. Old paradigms are being eroded and new ones created that are connected to the world of today and that increasingly have greater meaning to the school community. There is a palpable sense that school is a place not to be endured but rather embraced.

Learning Culture is exemplified by the high rates of attendance, consistent set of expectations and individualised learning that is applied to all students. Wellbeing initiatives have acknowledged the increasing irrelevance of previous systems epitomised by the rewriting of the Wellbeing Policy to ensure that all students can Connect, Succeed and Thrive. New leadership structures that place the cognitive, emotional, social, physical and spiritual wellbeing of students at the forefront of innovations; the seeking of and respect for the opinions of students; the collection of real and or actual data to either discredit erroneously held beliefs or support the need for change are initiatives that drive change at the school, but they are just a beginning.

The innovation in Curriculum and Learning at the school is in its infancy but the early indicators of success are promising. New networks of collaboration with other schools are being forged and growing, innovative curriculum delivery models have been implemented and the achievements of students in this area have been pleasing. Tied closely to these changes are new approaches to Assessment and Reporting where in particular trends have been looked for beyond raw

results. Reporting to parents and carers has been overhauled to suit them rather than teachers. The regularity of this process has changed so that it now reflects something that is done for them rather than to them. All that is done at the school is increasingly seen through a lens of self-evaluation and how to get better. As a school the Student Performance Measures are pleasing without being exciting – do they occur because of what we do or in spite of what we do? The inconsistency of student performance would tend to indicate a need for a thorough overhaul of practice.

The results of this process indicated that in the School Excellence Framework domain of **Teaching** the on balance judgement of the school is that it is **Delivering**. The school is at a crossroads after a long period of stability in its teaching staff. Upwards of a quarter of existing staff have already retired in the last two years or are scheduled to do so within the next three to five years. We see this as an opportunity.

Effective Classroom Practice occurs on a regular basis but increasingly it is underpinned and informed by real data sourced and used by teachers. Structures and tools have been put in place to support the increased self-evaluation by staff. Closely aligned to initiatives previously discussed are ongoing and targeted professional learning opportunities to build the skills of all teachers in Data Skills and Use. Previously, very few teachers were productively using the data we have at our finger tips and most saw it as a weapon to be used against them. Data and its analysis are now seen as the key driver of all significant decisions within the school.

Enormous structural reforms within the school have only highlighted the importance of Collaborative Practice. Whereas previously this was largely within Stage or sector [Primary or Secondary], there is a developing understanding and culture of one school and the absolute imperative to share knowledge and practice across that school. The school continues to develop the processes and structures to support this endeavour. A direct result of a stable staff has led to complacency and this in turn has hamstrung Learning and Development. The challenge of innovation, the Reform Agenda and new staff has led to the beginnings of a re-invigoration of the need for all staff to continuously work on their own learning and development and to support that of their new colleagues. The school leadership continues to put in place structures to support, guide and assist the development of these new staff.

Professional Standards should be the guiding principle of all teachers and we would like to believe that there is a metamorphosis underway in regard to this. The standards being applied by all staff regularly, the increasing numbers of staff willing and seeking opportunities both within and beyond the school attest to the growing understanding of this element among the staff.

The results of this process indicated that in the School Excellence Framework domain of **Leading** the on balance judgement of the school is that it is **Delivering**. Significant changes to the leadership team; five new executive within the past two years have brought about an understandably new leadership paradigm. In some areas this has caused some consternation but for most it has been a liberating experience.

To all intents and purposes the school and its systems were going through the motions; doing the same things over and over but expecting different results. There is an increasing uniformity of purpose with the Leadership of the school. This has seen the development and implementation of new structures; collection of information to drive those structural changes and increased understanding that high expectations and real whole-school improvement is not a platitude but rather something that has to be lived – do as I do not as I say. Critical to this process has been School Planning, Implementation and Reporting. The development of a school plan and the processes to monitor its aims and targets; the valued inclusion of teachers in its development and the invitation of all stakeholders in building the vision have been imperative in the initial success.

The clear, regular and targeted use of School Resources within budget has freed teachers up to concentrate on their core business – teaching and learning. Teachers can dare to dream about real innovation and clear examples have been established to use as a base from which to design the next level of innovation. Whilst almost everyone is resistant to change for change's sake and it is clear that many staff left to their own devices would not have embarked on Uralla Central School's current journey it is increasingly evident that the Management Practices and Processes that have been implemented are seen as underpinning growing school improvement and enhancing the professional effectiveness of staff – new management systems, structural organisation and administrative practices are simply that – new. As they become the norm we have little doubt that they will assist in the development of a school that is sustaining and growing in this element, if not excelling.

Our self-assessment and the external validation 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

### Quality Learning

#### Purpose

To empower and create successful learners who are confident and creative individuals and active and informed citizens.

To develop and/or enhance teacher practice to implement differentiated teaching and learning programs that meet individual student needs.

#### Overall summary of progress

2016 saw the first cohort fully complete their Higher School Certificates studies under the Compressed HSC delivery model – 'the Academy'. Across the two year cycle historical norms were met for this cohort in terms of the number of courses delivered. Student achievement in the top two performance bands has increased. Enrolments have stabilised and there has been an increase in enrolments at key transition points e.g. Year 6 into 7. All Indigenous students now have Individual learning plans and students requiring learning intervention also have such plans.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Full implementation of Academy model allowing the sustainable expansion of curriculum offerings, in the first instance in Stage 6 but then through Stage 5 and the Middle School Plan.	The first cohort to complete the HSC under the Academy model graduated. There has been a significant shift in achievement in Bands 5 and 6; indeed first Band 6 in five years.  Stage 5 elective offerings completely overhauled.  Middle School fully implemented and reviewed. Some enhancements to be put in place for 2017.	\$3,000
Continued growth in school enrolment numbers as evidenced at key transition points.	Enrolment in 2016 was 348 students compared with 335 in 2015.  Over 98% of Year 6 students continued onto Year 7 at the school.	\$1500
Provision of relevant learning plans and goals for all students that clearly indicate either consistent progress towards or attainment of set learning goals.	All Indigenous students had Individual Learning Plans implemented which incorporated regular meetings to update and assess progress towards goals.	\$7,845
Classroom practices of teachers reflect a comprehensive understanding of the continuums and the use of knowledge gained to enhance student learning.	All staff continue to participate in ongoing professional learning and specifically but not restricted to the K–8 area there has been a core focus on the analysis of evidence of student achievement as plotted to the Literacy and Numeracy continuum to further strategise for improvement.	\$28,923

#### Next Steps

- Continue to develop and expand subject offerings within Academy cohorts and Stage 5.
- Develop learning plans for all students.
- Staff use of evidence based pedagogy embedded in teaching and learning programs.

## Strategic Direction 2

### Quality Teaching

#### Purpose

To implement processes such that teachers are continually developing their professional knowledge in order to improve teaching practice to ensure high quality and effective teacher performance that improves student learning outcomes.

#### Overall summary of progress

Implementation of the new performance and development framework for all members of staff was successful and Personal Development Plans closely reflected the school plan and strategic directions.

Staff turnover has assisted in the general take up by all staff of Accreditation processes and an increased understanding of the National Curriculum and Australian Standards for teachers..

Initial implementation of Professional Learning Teams has been evaluated and led to projected minor changes in 2017. Staff have developed a culture of contributing to future directions and professional learning requirements.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Professional dialogue, programs, assessment items, reporting processes reflect strategic directions of the school, National Curriculum implementation and accreditation procedures.	All staff aware of personal professional responsibilities with regard to accreditation. Processes embedded within school culture to facilitate accreditation, and maintenance of professional qualifications.	\$5000
Staff have evidence to demonstrate progress towards PDF personal goals and PDF is an integral part of school, student and staff learning.	Systems implemented to facilitate the development of PDFs and their achievement by staff.	\$1000
All staff actively and consistently participate in a professional, meaningful and supportive way to their respective Professional Learning Team.	All staff continue to avail themselves of professional learning opportunities; professional learning teams are now whole school in compilation and are characterised by significant substantive pedagogical dialogue among staff.	\$28,923

#### Next Steps

- Further develop the accreditation culture within school, including the development of a comprehensive beginning teacher strategy.
- Support the accreditation of regular casual members of staff.
- Continue to develop and enhance the links between Professional Learning Teams and ongoing peer reviewed professional learning.

## Strategic Direction 3

### Quality Environment

#### Purpose

To develop a sustainable school culture that promotes excellence and equity.

#### Overall summary of progress

Technology upgrades proceeded across all areas of the school.

The next phase of technology integration was initiated through the T4L process removing desktop computers and replacing them with touch screen laptops in the computer room which itself was completely refurbished.

New whole structures were implemented creating new executive roles and responsibilities including the role of Head of Wellbeing, responsible for wellbeing initiatives across the whole school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Technology resources upgraded and or replaced as required to reflect a 'next practice' paradigm.	Initial phase of upgrading Interactive Whiteboard fleet to reflect current educational best practice resulted in the purchase of 10 Interactive LED TVs.	\$80,000
ET4L process completed.	ET4L migration negotiated without mishap or disruption to student learning.	\$1000
Effective use of Professional Development Framework to accurately determine Professional Learning needs in a systematic rather than ad hoc way.	The implementation of the Professional Development Framework organically led to a more systemic process for staff to approach their individual professional learning. Professional Learning is in the first instance discussed between teachers and facilitators within Professional Learning Teams.	\$1000
Library refurbishment completed and survey data indicates increased student and staff usage.	Initial phase of Library refurbishment completed including audit of stock on hand, furniture and processes. New carpet installed, walls decorated and painted, new furniture purchased. Library now open before during and after school.	\$5000
New whole school student welfare model implemented and data indicates higher levels of student well being.	Move to unite whole school welfare (wellbeing) led to an analysis of broader whole school structures. Student attendance rates continue to sit at or above state averages.	\$2000

#### Next Steps

- Continuation of the upgrading of classroom technology – expansion of removal of outdated IWB technology.
- Further discretionary mobile technology purchases to add further flexibility to technology integration.
- Implementation of Professional Learning Teams 2.0. Directly tying professional learning to the activities of the PLT.
- Removal of Stage coordinators; creation of School Wellbeing Coordinators chair by the creation of a whole school 'Head of Wellbeing' at executive level.
- Movement to a second phase of development in Library – creation of conference room and purchase of more collaborative furniture.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	All students have a Personalised Learning Pathway (PLP) and are making progress across the literacy and numeracy continuums. Increased links with Oorala Centre at University of New England have seen student participation in camps and the AIME mentoring program.	\$13,600
<b>Low level adjustment for disability</b>	Extra School Learning Support Officers employed to further support student learning adjustment; including extra support for students attracting Integration Funding Support as well as other students. Reading recovery program expanded. Part-time employment of a qualified Speech Pathologist.	\$35, 510
<b>Socio-economic background</b>	Student participation in a range of extra-curricular enrichment opportunities e.g. Hunter Beef Bonanza and other Agricultural shows in the north-west; University of New England engagement programs; were supported. Full implementation of third party software to enable improved efficiency in tracking student wellbeing, whole school communication and home/school communication. Extra SLSO employed to further enhance learning support programs.	\$95,310
<b>Support for beginning teachers</b>	All beginning teachers were provided with the equivalent of two hours per week reduction in face to face teaching to work with mentors. Three staff members achieved Proficiency Accreditation.	\$13,377
<b>Early Action for Success</b>	All K-2 staff completed professional learning in the TEN program, L3 and the new writing tool. In school training was provided to teachers of Numeracy from K-8. This enabled them to apply consistent teacher judgement to benchmark student achievement in numeracy. All K-2 students made positive progress in numeracy.	\$54,493



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	165	156	149	145
Girls	155	162	180	175

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.7	95.9	90.9	96.1
1	94.7	95.5	94.5	93.4
2	95	94.2	96.3	95.5
3	95.4	93.5	93.7	95.3
4	94.6	95.4	93.8	94.3
5	94	93.3	94.8	92.8
6	95.1	95.7	94	91.3
7	94.9	94	93	93
8	92.4	89.1	92.3	90.8
9	89	91.5	88.3	87.4
10	90	88.6	91.7	86.2
11	87	85.2	91.7	84.4
12	90.2	84.5	90	86.5
All Years	92.7	92.1	92.7	91.4
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
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

### Management of non-attendance

Student attendance is monitored on a regular basis at a school level and in consultation with Departmental officers. Attendance is consistently at or above state averages.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	10
Employment	0	0	40
TAFE entry	0	0	0
University Entry	0	0	50
Other	0	0.12	0
Unknown	0	0	0

## Year 12 attaining HSC or equivalent

Thirteen students completed their Higher School Certificate qualifications. Four students studied Hospitality extension at school.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	14.59
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Administration & Support Staff	7.8
Other Positions	4

\*Full Time Equivalent

Uralla Central School has two Aboriginal members of staff.

## 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	35

## Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Uralla Central School staff in 2016. This learning targeted both school strategic directions and externally set targets e.g. Early Action for Success program. Two staff members achieved accreditation at Professional Competence level.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>344 453.27</b>
Global funds	338 470.13
Tied funds	454 867.39
School & community sources	56 689.90
Interest	9 285.97
Trust receipts	17 154.48
Canteen	0.00
<b>Total income</b>	<b>1 220 921.14</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	76 570.44
Excursions	6 441.83
Extracurricular dissections	76 116.63
Library	2 268.86
Training & development	1 262.06
Tied funds	349 599.63
Short term relief	98 575.90
Administration & office	66 259.73
School-operated canteen	0.00
Utilities	55 274.92
Maintenance	14 693.76
Trust accounts	19 227.62
Capital programs	13 568.58
<b>Total expenditure</b>	<b>779 859.96</b>
<b>Balance carried forward</b>	<b>441 061.18</b>

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.

In accordance with the *Premier's Priorities: Improving education results*, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy. In 2016;

- Year 3 student scores demonstrated significant improvement in both reading and numeracy, characterised by above State achievement in reading.
- Year 5 student scores demonstrated improvement in reading and a slight decrease in numeracy.
- Year 7 student scores demonstrated improvement in both reading and numeracy.
- Year 9 student scores demonstrated improvement in reading and achievement remained static in numeracy.

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek opinions of parents, students and teachers about the school. Their responses are presented below.

The school used various survey instruments as part of the Survey Monkey facility.

- 89% of students were interested in what they learn at school
- 79% of students believe that what they learn at school is relevant to their lives
- 72% of students like being at school
- 91% of parents believe that their child is interested in what they learn at school
- 83% of parents believe that what their child learns at school is relevant to their lives
- 92% of staff believe that students are engaged with their learning at school

## Policy requirements

### Aboriginal education

Uralla Central School received Aboriginal background funding in 2016. These funds enabled the fulltime employment of an Aboriginal Education Officer (AEO) to support the learning of Aboriginal students across the school. The AEO worked with the Head of Wellbeing

and the Learning and Support Teachers to create Individual Learning Plans for all Aboriginal students. Aboriginal students attended programs at the Oorala Centre at the University of New England and engaged with the AIME Mentoring program. All teaching and learning programs associated with the Australian Curriculum have an Aboriginal perspective. This enables students to become more familiar with Aboriginal perspectives across Key Learning Areas.

### **Multicultural and anti-racism education**

Uralla Central School participated in Harmony Day, highlighting the various cultures in our community. Our teaching and learning programs, drawn from the Australian Curriculum, foster each students' understanding of culture, diversity and racism. Training was provided for a new Anti-Racism Contact Officer.