2010 Annual School Report
Urana Central School

NSW Public Schools – Leading the way
Messages

Principal’s message
It is my pleasure to present the 2010 Urana Central School Annual School Report. Once again this year’s report will give you insight into the unique nature of our great school.

In 2010 we saw award winners, new laptops, amazing excursions, generous fund raising, and of course high quality learning experiences.

It has been a pleasure this year to have so many reasons to present awards. Our whole school assemblies have been filled with more and more Bronze and Silver Awards, with a large increase from 2009. Many students have also earned Principal’s Awards, and other special awards. Our students are certainly doing great things!

Our students have also had great opportunities to participate in some extraordinary extra curricula activities. Chelsea’s trip to New Zealand was a clear highlight, and for younger students the excursions to Ballarat and Narrabeen brought many new and exciting experiences.

The major change for our senior students in 2010 was joining with the Riverina Access Partnership. This brought new challenges, but has certainly opened up opportunities for our Year 11 and 12 students not only this year, but for many years to come. Thank you to the staff who have worked so hard to build the partnerships and networks required for successful learning shared across the six schools.

In 2011 we will continue to strengthen partnerships with other schools, providing more options for Year 9 and 10 students by sharing electives with Oaklands Central School.

It is through continuous improvement and innovation that we will continue to provide an outstanding, individualised, personal education for all our students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Noel Maddern, Principal.

Student representative’s message
2010 has been another productive year for the SRC. Weekly lunches were again popular, as were the free BBQs to give back to students who showed their support.

The SRC showed community citizenship through their visits to Colombo Lodge where bonds were formed with many residents.

The SRC organised a number of events including Shave for a Cure, Loud Shirt Day, Hush for the Homeless and the Easter Hat Parade.

We were also involved in a number of activities outside the school including Deniliquen District SRC meetings. Students attended the State SRC Conference in Sydney and regional SRC camps. We also had a representative selected to organise the 2011 State Conference.

Thanks to all the SRC members for 2010, as well as Miss Elith for all her efforts and support.

2010 SRC team.

P & C message
Well this year has been an interesting one with lots of things going on.

Due to the wonderful, helpful and dedicated P&C members we have been able to contribute over $3700 to the school in the form of a parenting ideas section in the school newsletter, music camp, uniform set up, K-6 outdoor learning area, NZ excursion and Life Education van.

One of the most pleasing things to have come out of this year is Miss Elith’s nomination for inspirational teacher in which she was successful in reaching the top 60 teachers Australia wide, out of over 1100 teachers nominated. At the time of writing this report Miss Elith has been short
listed to the top 30. Congratulations Mel and thank-you. Melinda was also nominated for Citizen of the year in 2011.

I would like to thank everyone who has helped this year not only the members but the people behind the scenes who help when asked and are not seen for their efforts.

Merry Christmas and a safe New Year to you all and here is to another successful year in 2011.


School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

The following tables show enrolment numbers for Primary and Secondary students over the last five years.

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>19</td>
<td>13</td>
<td>16</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>9</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>9</td>
<td>9</td>
<td>7</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>13</td>
<td>11</td>
<td>13</td>
<td>14</td>
</tr>
</tbody>
</table>

Student attendance profile

The following tables show the attendance rates for each year group in Primary and Secondary, for both 2009 and 2010. The large variation between year levels is indicative of a small school, where one or two students with poor attendance can make a very significant difference to the overall rate for their year group.

The overall improvement for both Primary and Secondary totals was pleasing, but there is still more to be done to increase Secondary attendance to above 90%.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>98.2</td>
<td>86.6</td>
</tr>
<tr>
<td>1</td>
<td>na</td>
<td>98.9</td>
</tr>
<tr>
<td>2</td>
<td>88.9</td>
<td>97.9</td>
</tr>
<tr>
<td>3</td>
<td>86.3</td>
<td>95.0</td>
</tr>
<tr>
<td>4</td>
<td>94.7</td>
<td>90.6</td>
</tr>
<tr>
<td>5</td>
<td>93.7</td>
<td>93.6</td>
</tr>
<tr>
<td>6</td>
<td>90.9</td>
<td>90.6</td>
</tr>
<tr>
<td>Total</td>
<td>86.4</td>
<td>92.3</td>
</tr>
</tbody>
</table>

Secondary

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>80.4</td>
<td>92.8</td>
</tr>
<tr>
<td>8</td>
<td>90.5</td>
<td>67.8</td>
</tr>
<tr>
<td>9</td>
<td>89.3</td>
<td>91.5</td>
</tr>
<tr>
<td>10</td>
<td>76.5</td>
<td>94.6</td>
</tr>
<tr>
<td>11</td>
<td>68.2</td>
<td>82.2</td>
</tr>
<tr>
<td>12</td>
<td>86.4</td>
<td>84.0</td>
</tr>
<tr>
<td>Total</td>
<td>82.1</td>
<td>85.9</td>
</tr>
</tbody>
</table>

Management of non-attendance

In 2010 the school worked very closely with the Home School Liaison Officer to monitor and follow up attendance concerns.

The school also utilised SMS text messaging, and personal phone calls to parents, for attendance related concerns.
Primary class size

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows the breakdown of students in each year group in our single K-6 class, as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

Structure of secondary classes

In 2010 there was again a combined Year 7/8 class, and a combined Year 9/10 class.

Senior students in Years 11 and 12 joined with the Riverina Access Partnership for the first time in 2010. This gave students many more options of subjects than had been possible in the past. It also led to a change in the way classes were structured, with video conference lessons for each subject and a mix of Year 11 and 12 students in other classes.

Retention to Year 12

In 2008 two students completed Year 10. One of these students then completed their HSC in 2010.

Given that only one student completed their HSC in 2010, statistical information regarding post school destinations and vocational training cannot be provided for privacy reasons.
**Staff information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

There were nine teaching staff at Urana in 2010, three office staff, one part time General Assistant and one part time Technology Support Officer. These included two new teachers, Mrs Ravula and Miss Rice. At the end of the year Miss Rainger and Miss Rice transferred to other schools, and in 2011 we will welcome Mrs Ray and Mr McCutcheon. Mrs Maddern started 2010 as Technology Support Officer, until Mrs Wilson took over towards the end of the year.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4.6</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.6</td>
</tr>
<tr>
<td>Technology Support Officer</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11.7</strong></td>
</tr>
</tbody>
</table>

On top of the DET allocated teachers, the school also used Priority School Program funding to employ a part time teacher to assist with numeracy and literacy.

In 2010 none of the staff were Indigenous Australians.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>89</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>11</td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>142 112</td>
</tr>
<tr>
<td>Global funds</td>
<td>92 432</td>
</tr>
<tr>
<td>Tied funds</td>
<td>85 369</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>21 710</td>
</tr>
<tr>
<td>Interest</td>
<td>6 642</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4 377</td>
</tr>
<tr>
<td>Canteen</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>352 615</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**2010 UCS Staff**

**Staff retention**

88% of 2009 teaching staff continued at the school in 2010.
School performance 2010

Academic
For all state tests (NAPLAN, ESSA, School Certificate and HSC) small student numbers preclude the inclusion of specific data as this breaches student privacy. Parents have received information on their child’s performance via school reports, external test results and parent teacher interviews.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards.

For all state tests small student numbers preclude the inclusion of specific data as this breaches student privacy.

However, it should be noted that in 2010 most students met minimum standards. In many areas 100% of students were above minimum standards.

Significant programs and initiatives

Country Area Program (CAP)
The Country Area Program (CAP) is designed to enhance learning outcomes and educational opportunities for students in geographically isolated areas.

In 2010 CAP funds were used to contribute to school improvement in the following ways:

- Literacy and Numeracy software such as Spellodrome, Skwirk, Fast ForWord, and Mathletics.
- All students from Years 3 to 9 enrolled in the Writing Competition.
- Purchasing books and resources focusing on Language Conventions.
- Purchasing resources focusing on numeracy.
- Purchasing literacy resources targeted at specific students’ needs.
- Library purchases to improve student engagement in reading.
- Teacher Professional Learning focused on literacy and numeracy.
- Author and Poet visits and video conferences.
- Participation in the CAP Maths Camp initiative.
- Broadening student experiences through excursions, performances and extra curricula activities such as Musica Viva and Handstand Factory.

Priority Schools Program (PSP)
The Priority Schools Program (PSP) provides funding to give better equity to students in low socio-economic communities.

In 2010 PSP funds were used for the following initiatives:

- An extra part time teacher was employed to analyse NAPLAN results, follow up with individual students, and further support literacy and numeracy learning.
- An extended Kindergarten transition program was run throughout Terms 3 and 4, focusing on preparing students for school and building basic preparatory skills in literacy and numeracy.
- Staff Professional Learning in Quality Teaching, literacy and numeracy.
- Implementation of programs including:
  - Accelerated Literacy.
  - Holiday Reading is RAD.
  - Books in Homes.
- Implementation of the Holiday Reading is RAD program.
- Purchase of guided reading resources, including expanding the range of infant readers.
- Student involvement in the Student Equity Advisory Team (SEAT).

2010 SEAT students
**Aboriginal education**

In 2010, students learnt about various aspects of Aboriginal history and culture through integrated studies in all Key Learning Areas from Kindergarten to Year 12. A small number of Indigenous students attended the school for part of 2010. All school assemblies commence with the “Welcome to Country”, delivered by different students on each occasion, respecting and acknowledging the traditional custodians of the land.

**Multicultural education**

A member of staff has been trained as the Anti-Racism Officer. All school programs are based on an inclusive school community and a racism-free learning and working environment. Students are specifically taught that no form of discrimination is acceptable, such as discrimination based on religious, racial, sexual or gender grounds. Topics addressing these issues are included in the HSIE, PDHPE, LOTE and English programs.

**Connected learning**

The biggest change for Urana Central School in 2010 was joining with the Riverina Access Partnership. This network of central schools involves Ardlethan, Ariah Park, Barellan, Hillston, Oaklands and Urana. Year 11 and 12 lessons utilise the latest connected learning technologies, with delivery by video conferencing and “Bridgit” screen sharing software.

In 2010 Urana Central School was also at the forefront of implementing the Digital Education Revolution, going beyond NSW Department of Education and Training expectations. By the end of the year all secondary students had access to their own laptop learning device. These devices are being effectively used by all teachers in improving learning through greater student engagement.

All staff and students, primary and secondary, are regularly involved in video conferencing to enhance learning experiences. Staff utilise the technology to gain greater access to professional learning. Students have been involved in video conferences for classroom lessons with other schools, virtual excursions, SRC and SEAT meetings, and author and poet virtual visits.

At the end of 2010 the school’s fourth video conferencing unit was set up in the Science Lab.

Connected learning is increasingly becoming part of our normal school learning routine. It will be further utilised to assist in the 2011 expansion of Year 9 and 10 electives with Oaklands Central School.

**Respect and responsibility**

All programs run at Urana Central School include an emphasis on respect and responsibility. Some of these programs include Scripture for Years K-8, a Relationships seminar for Years 7-10, the Student Representative Council (SRC) for Years 3-12, the Student Equity and Advisory Team, Harmony Day, Remembrance Day, ANZAC day, and charity fundraising activities. The school also regularly reminds students of the school welfare policy’s emphasis on respecting one another.
Target 2

Average growth data for numeracy in both NAPLAN and the School Certificate, be above the average growth for schools with PSP funding.

Our achievements include:

- Growth data for half of our students was above average growth for PSP schools.
- The average growth of secondary students’ results was above the PSP school averages and above state average. However, this is based on only a small number of secondary students.
- One student achieved NAPLAN numeracy growth of almost three times the state average.

Target 3

Overall attendance rate for both Primary and Secondary to be above 90%.

Our achievements include:

- The primary attendance rate increased from 86% to 92%.
- The secondary attendance rate increased from 82% to 86%.
- Greater involvement from the Home School Liaison Officer, along with more frequent phone calls and text messages, has seen an overall increase in attendance.

Target 4

All teaching programs show a variety of ways of integrating technology into classroom learning experiences.

Our achievements include:

- All teachers are using teaching programs with various links to integration of technology.
- Some programs have explicit details of how technology will be integrated, while others have more general information. Often this is because of the continually changing nature of technology.
- The current pro-formas available for teachers to use for designing new programs, have sections for how technology will be incorporated into teaching and learning experiences.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of the school uniform, joining with the Riverina Access Partnership, and Science.

Educational and management practice, and parent, student and teacher satisfaction

In 2010 the P&C conducted a school uniform review. The school also sought the opinions of parents, students and teachers about the school, and about the integration with the Riverina Access Partnership.

Uniform - Background

The P&C conducted a uniform review during the first half of 2010. The new uniform started to be implemented in Term 4. At the end of the year parents, students and staff were surveyed about the new uniform.

Findings and conclusions

Overall there was a high level of satisfaction with the new uniform, especially with the shirts. Many people mentioned that the students looked really good and smart.

There were mixed responses concerning the level of input into the process that people had. Some were very happy with the level of consultation, while others suggested that student ideas could have been taken into account more.

Some people expressed concern over the shorts and pants available for girls.

Future directions

At the beginning of 2011 opinions from secondary girls will be sought on whether a change is necessary with their shorts and pants.
**Riverina Access Partnership – Background**

After extensive consultation in 2009, Urana Central School joined the Riverina Access Partnership at the beginning of 2010. This partnership of six central schools shares the delivery of subjects for Year 11 and 12 students, utilising video conferencing technology to assist with a proportion of lessons.

**Findings and conclusions**

There was overall appreciation of the increased choice of subjects available to students.

Some suggested that the initial change was difficult, but that by the end of the year things had improved.

It was suggested that in some cases the school may have been better off teaching a subject internally at Urana, but there was also recognition that the partnership gives students wider exposure to more staff and students.

Some comments stressed the need for quality teaching and good communication from coordinating teachers.

Overall the feeling was that the change had been for the better.

**Future directions**

The school will continue in the Riverina Access Partnership into the future. There will also be further investigation into combining with Oaklands Central School for delivery of other curriculum areas. This will begin with Year 9 and 10 electives in 2011.

**Curriculum - Science**

**Background**

In 2010 the school sought opinions of parents, students and teachers about Science.

**Findings and conclusions**

There was an extremely high level of satisfaction with Science at Urana Central School. Many comments focused on the quality and inspiration of the teacher. This was consistent with the P&C and school community’s nomination of Miss Elith for an Inspirational Teaching Award. Miss Elith was then selected from over 1000 nominees, as one of 60 state and territory award winners. She has recently been short listed in the top thirty, ten of whom will receive national awards.

Students appreciated how interesting it was learning Science. Comments were made about specific things such as experiments, breeding mice, research, making scale models, making slime, and getting out and doing things. Many students simply stated that “everything” was good about Science.

Comments were also made by parents that they appreciated their primary children being taught by a qualified secondary teacher.

**Miss Elith Receives Her NEiTA Award**

**Future directions**

Due to the extra options available through the Riverina Access Partnership, along with Miss Elith’s willingness to meet every student’s needs, in 2011 there will be a much wider array of Year 11 and 12 Science subjects studied by students. Miss Elith will be coordinating Biology through the partnership, and co-teaching Senior Science, Chemistry, Earth and Environmental Science, and Agriculture. Mr Hughes will also be supporting a student from Oaklands in Physics.

Our current practice of utilising the expertise of secondary teachers in the primary will continue in 2011.

In secondary science all students will have access to DER laptops, which will allow for greater integration of technology in Science classes.
Professional learning

All nine teaching staff members participated in a wide array of professional learning in 2010. These included Accelerated Literacy training, Teaching and Learning Forums, faculty conferences, executive conferences, and support for the Digital Education Revolution.

Funding was utilised for professional learning from the Priority Schools Program funds, from DET allocated Professional Learning funds, and from the school’s global budget.

The average expenditure per teacher on professional learning was $1870, and the total expenditure was $16,825.

All teaching staff and SASS staff participated in five Staff Development Days in 2010: one at the beginning of each of Terms 1, 2 and 3, and two at the end of Term 4.

There was one teacher working towards accreditation with the NSW Institute of Teachers. This teacher was full time temporary.

There were three teachers maintaining accreditation at Professional Competence.

School development 2009 – 2011

Targets for 2011

Target 1

An increase in “spelling age” of at least one year for all students in Years 1 to 10, as determined by internal assessment measures.

Strategies to achieve this target include:

- Use online spelling software, including Spellodrome, with all students from Year 1 to Year 10.
- Integrate spelling components into all Stage 4 and 5 teaching programs, across all KLAs.
- Increase variety of spelling teaching strategies in K-6.

Our success will be measured by:

- Improved results in internal assessments such as the South Australian Spelling Assessment, administered during Term 1 and again towards the end of Term 4.
- Improved results by students using Spellodrome throughout the year.
- Improved spelling results in NAPLAN.

Target 2

All students from Year 1 to Year 10 to demonstrate at least a 5% increase in scaled scores from internal assessment measures.

Strategies to achieve this target include:

- Follow up of Term 1 PAT Maths Plus outcomes by Primary Assistant Principal, Secondary Mathematics Teacher and Support Teacher Learning.
- Continued use of Mathletics and Maths Online to assess and measure student improvement throughout the year.
- Improved planning and organisation in secondary mathematics.

Our success will be measured by:

- Improved results in internal numeracy assessments such as PAT Maths Plus, administered during Term 1 and again towards the end of Term 4.
- Above state average growth data in the School Certificate Mathematics test.

Target 3

Overall attendance rate for Primary students to remain above 90%, and for Secondary students to increase to be above 90%.

Strategies to achieve this target include:

- Working closely with the Home School Liaison Officer.
- Improved communication with parents, including regular and immediate contact when students are absent.
- Positive attendance programs including rewards days at the end of each term for students with high attendance rates.

Our success will be measured by:

- Overall attendance rate for both Primary and Secondary to be above 90%.
- Greater engagement of students in learning.
Target 4

*Average growth data to be equal to or above state average for each Year 12 student.*

Strategies to achieve this target include:

- HSC co-teachers striving for outstanding communication with coordinating teachers.
- Professional Learning for co-teachers, particularly when supporting students outside their trained Key Learning Area.
- A mentoring program for senior students provided by staff on a voluntary basis.

Our success will be measured by:

- Average growth data of Year 12 students exceeding state average growth.

Target 5

*Use all available CAP and PSP funding to provide equitable opportunities for all students.*

Strategies to achieve this target include:

- School plan to accurately record CAP and PSP budgets.
- Regular checking of the cash flow budget for CAP and PSP funds by the finance committee.
- CAP and PSP projects organised that clearly link to closing the gap for students in an isolated, low socio-economic community.

Our success will be measured by:

- All CAP and PSP funds spent by the end of the school financial year.
- Clear CAP and PSP funded numeracy and literacy programs successfully completed by students.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Noel Maddern  Principal
Dorothy Dore  Assistant Principal and Country Area Program Coordinator
Deborah Ravula  Head Teacher Secondary Studies
Melinda Elith  Priority Schools Program Coordinator and Student Representative Council Coordinator
Marie Morris  Parents and Citizens Association President

School contact information

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School Code: 3314

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: [http://www.schools.nsw.edu.au/asr](http://www.schools.nsw.edu.au/asr)