2009 Annual School Report
Urana Central School

Personalised, innovative education in a unique and caring environment
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Principal's message

It is with great pleasure that I present the Urana Central School 2009 Annual School Report. Whether you are reading this as someone who has a long involvement with the school, or if you are reading to find out about the school for the first time, this report will give you a great insight into the school in 2009.

2009 has been a great year for Urana Central School. Our students have worked well together, and achieved quality outcomes both academically and in extra curricula opportunities.

The quality and cohesiveness of the staff has been a vital ingredient in the school working well together to achieve these quality outcomes for students. Our committed staff keep improvement in student learning as their highest priority.

Technology was strengthened significantly during 2009, with new computers, new infrastructure, and an increase in classrooms with smart boards. The Digital Education Revolution also increased our technology integration, with Year 9 students receiving our first set of laptop learning devices. Staff worked hard to update teaching and learning programs to integrate technology, ensuring that student learning remained the focus.

The Parents and Citizens Association has worked together to provide extra support for our students. Thank you to all community members for their efforts in 2009.

Finally, I would like to acknowledge the work and support from Mr Garry Castles, who served our school so well over many years.

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, 2009
Our school at a glance

Urana Central School provides a high quality, continuous education from Kindergarten to Year 12. Learning is personalised and innovative, with a focus on quality teaching through technology.

Students

At the start of 2009 at Urana Central School there were 16 primary students and 24 secondary students.

Staff

There were 8 teaching staff in 2009. Early in the year Mrs Dorothy Dore was successful in gaining the Primary Assistant Principal position. At the end of the year Ms Titanya Hempstead, our Head Teacher Secondary Studies transferred to Corowa High School, and will be replaced at the start of 2010 by Mrs Debbie Ravula.

The school was also well supported by administration staff, including Mr Garry Castles, our General Assistant who passed away during Term 2.

Messages

P&C message

I would like to take this opportunity to thank the P&C members for helping throughout the year, and a special thank you to the SRC and Miss Elith for their contribution and support all through 2009. We had fundraising events this year which were a great success. These included the Cross Country, Athletics Carnival, Mother’s Day, Father’s Day, Tractor Pull and School Musical. A special thank you to Ralph Ciccia and Karen Cottrell for their efforts in organising. Thanks Ralph for organising the Tractor Pull and Karen for organising the Christmas Raffle. The result was a great success. Donations to the school included money towards Garry Castle’s memorial, Kindergarten Hats, The Royal Far West and school cameras.

I would like to thank all members of the P&C executive for 2009, for all their efforts. Thanks to Janice, Rhonda, Ralph, Theresea and Jenny. Thanks also to everyone who donated their time and helped make the year a success.

Mick Curran, P&C President, 2009

Student representative’s message

The SRC was involved in a number of events this year. These included “Shave For a Cure”, “Pyjama Day” and “Pink Day”.

A number of students and community members put on a brave face to shave their heads or colour their hair to raise money for Cancer. Thank you to Pauline Hall for her assistance with the shaving and to Karen Ciccia who donated some of the hair dye. It was a great moment for all and even made Miss Elith consider quitting teaching to become a hairdresser!

The SRC held a PJ day to raise money for Westmead Children’s hospital. Thank you to all the staff and students who made the effort to come dressed in their favourite pyjamas and supported the worthy cause.

Pink was the colour of the day! Well done to all the staff and students for brightening their days and the schools in their support for the McGrath foundation for Breast Cancer. Thank you to Miss Elith for making home-made chocolates and the people who kept her busy with their purchases.

Hollie Widdup, SRC President, 2009

SRC with Miss Elith
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>Primary</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>15</td>
<td>19</td>
<td>13</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>7</td>
<td>9</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Secondary</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14</td>
<td>9</td>
<td>9</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Female</td>
<td>20</td>
<td>14</td>
<td>13</td>
<td>11</td>
<td>13</td>
</tr>
</tbody>
</table>

Student attendance profile

The following tables show the attendance rates for each year group in Primary and Secondary. 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.

<table>
<thead>
<tr>
<th>Primary</th>
<th>Year</th>
<th>Attendance rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>98.2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>88.9</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>86.3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>93.7</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>90.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>86.4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Secondary</th>
<th>Year</th>
<th>Attendance rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>80.4</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>90.5</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>89.3</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>76.5</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>68.2</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>86.4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>82.1</td>
<td></td>
</tr>
</tbody>
</table>

Management of non-attendance

Due to the concern over poor attendance with a small number of students, the school now makes more regular, personal contact with parents when students are absent. Some students then work with the school counsellor to improve their overall attendance.

The school also utilises the services of Youth Connections from Albury, to visit and motivate students at risk of disengaging with school.
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. The class had a total of 16 students. Note that this data is taken from the 2009 class size audit conducted on Wednesday 18 March 2009.

<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>0</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

Structure of classes
Throughout 2009 the school had four classes, as listed in the following table:

<table>
<thead>
<tr>
<th>Class</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>K - 6</td>
<td>16</td>
</tr>
<tr>
<td>Stage 4 (Years 7 &amp; 8)</td>
<td>8</td>
</tr>
<tr>
<td>Stage 5 (Years 9 &amp; 10)</td>
<td>11</td>
</tr>
<tr>
<td>Stage 6 (Years 11 &amp; 12)</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
</tr>
</tbody>
</table>

Retention to Year 12
In 2007 there were five students in Year 10. At the end of 2009, three students completed their HSC. Early in 2009 one student left Urana and completed her schooling interstate.

Post-school destinations
Of the three students that finished Year 12 in 2009, two continued in further study at TAFE. The other student is currently seeking further options.

Year 12 students undertaking vocational or trade training
During 2009 two of the three Year 12 students (67%) were studying a vocational course, namely VET Information Technology. One of these students completed Certificate III and the other completed Certificate II.

Year 12 students attaining HSC or equivalent vocational educational qualification
Of the four Year 12 students at the start of 2009, three completed their HSC and one completed her schooling interstate.
Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal (Primary)</td>
<td>1.0</td>
</tr>
<tr>
<td>Head Teacher (Secondary)</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3.7</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><strong>Total Teaching Staff</strong></td>
<td><strong>7.2</strong></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>2.6</td>
</tr>
</tbody>
</table>

As well as the 7.2 teachers allocated to the school by the DET, the school funded further teaching days to increase the total to 7.6. This consisted of the Principal, one teacher who worked three days per week (0.6), and another 6 full time teachers.

Indigenous composition of staff

None of the staff in 2009 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>87</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>13</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>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>0.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>0.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>0.00</td>
</tr>
<tr>
<td>Interest</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>0.00</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>0.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>0.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>0.00</td>
</tr>
<tr>
<td>Library</td>
<td>0.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>0.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>0.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>0.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>0.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>0.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>0.00</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>0.00</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 financial statement is tabled at the annual general meeting of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.
School performance 2009

Academic

For all state tests (NAPLAN, 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 2009 most students met minimum standards in all areas of literacy and numeracy, across Years 3, 5, 7 and 9. In many areas, 100% of students in a year group were above minimum standards.

Sport

All students participated in a variety of sports throughout the year, including the Kay Cottee Sailing Camp in Sydney, and the Regional Athletics Carnival.

For Swimming, Athletics and Cross Country carnivals we joined with Oaklands Central School, and then Urana hosted the Primary and Secondary Zone Cross Country Carnivals.

A number of students participated in chess tournaments throughout the region, with one student achieving the highest point score in the Murray Zone of the Primary Schools Teams Competition.

Significant programs and initiatives

Country Area Program (CAP)

The following initiatives were funded by the Country Area Program.

- A primary excursion to Borambola (Department Sport and Recreation Camp) where students participated in a range of new and challenging physical activities
- A major secondary excursion to Cumberland River, Victoria where students developed physical skills and team building skills whilst participating in a range of new and challenging activities in an unfamiliar environment
- Students went on several day excursions to environmental and cultural centres, for example Flying Fruit Fly Circus performances, MusicaViva performances, Wonga Wetlands and our own unique "Catchment Run"
- Students also participated in virtual excursions via video conference with the Australian Museum and the Alaskan Iditarod Race
- A small connected learning group was continued with 3 other small schools using video conferencing and Brigit software to enhance learning opportunities for both primary and secondary students. A wiki entitled JUSO was created for staff and students to collaboratively share ideas
- The literacy and numeracy programs of the school were supported by CAP through Mathletics and Spelladrome subscriptions, as was extra classroom teaching support for literacy and numeracy.
- The CAP District Initiatives were supported by school CAP funds. Students from Stage 3 and Stage 4 joined with other students from the cluster of schools for the 'Billabong Bunyip' Technology Camp, held over two days. Engaging learning opportunities were provided with new technologies. Problem solving skills were developed in a positive social environment.
- The CAP co-ordinator attended the Riverina CAP Development Day to learn more about administering the program within the school and to showcase the work achieved by the cluster of schools with funds from the District Initiative – 'Billabong Bunyip'.
Priority Schools Program (PSP)
The following initiatives were funded by the Priority Schools Program.

- Holiday Reading Program (RAD) - Students K-7 were provided with reading materials during the Christmas holidays, in order to maintain their reading levels over the break.
- Staff development in all Key Learning Areas - throughout the year staff attended a range of professional learning events with an emphasis on literacy and numeracy. The District PSP Consultants also assisted our staff.
- Kinder Transition program - During terms 3 and 4 students preparing for school attended half days and a full day respectively. The program focused on building literacy and numeracy skills in preparation for Kindergarten.
- A part time learning support teacher was employed to provide highly focused literacy and numeracy programs for individual students from K-9.
- Individual teachers were employed to run a homework centre once a week after school.
- Biannual Equity conference - Students and staff attended the conference in Sydney to increase their knowledge and capacity to meet equity needs within the school.

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.

Aboriginal education
In 2009, 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 2009. 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. The school held a special ceremony to commemorate the anniversary of “Sorry Day”, and now displays the commemorative plaque in the foyer of the administration building. During NAIDOC week the school also celebrated traditional aboriginal experiences at Lake Urana.

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 Goals and Values seminar for Years 7-10, the Student Representative Council (SRC) for Years 3-12, Harmony Day, school beautification activities, Remembrance Day, ANZAC day, Poverty Day, and other charity fundraising activities. The school also regularly reminds students of the school welfare policy's emphasis on respecting one another.

Leadership
The SRC was very active in 2009, with many students taking opportunities to develop their leadership skills. One student attended the State SRC camp, as the Deniliquin area representative.
Progress on 2009 targets

Target 1
Two thirds of Years 3, 5, 7 and 9 students have results in NAPLAN “Language Conventions” match or better their “Overall Literacy” results.

Our achievements include:
In Year 3, one student’s Language Convention (ie Spelling, and Grammar and Punctuation) results were above their Overall Literacy results, and one student’s were below.
In Year 5, both students had Spelling results below their Overall Literacy results, but Grammar and Punctuation was above Overall Literacy.
In Year 7, two out of five students had Spelling results above their Overall Literacy results, but no students had Grammar and Punctuation results above Overall Literacy.
In Year 9, one out of five students had Spelling results above Overall Literacy, and three other students had Grammar and Punctuation above Overall Literacy.

Across all Year levels, this information suggests that there continues to be the need for more focus on Language Conventions. This is not surprising given that the NAPLAN tests were completed reasonably soon after the target was set.

Target 2
Two thirds of Years 3, 5, 7 and 9 students have results in NAPLAN “Measurement and Data” match or better their “Overall Numeracy” result.

Our achievements include:
Both Year 3 students achieved results in Measurement, Data, and Space and Geometry, that were slightly higher than their Overall Numeracy results.
One Year 5 student achieved results in Measurement, Data and Space and Geometry that were higher than Overall Numeracy, but the other student’s results were below Overall Numeracy.
Three out of five Year 7 student achieved results in Measurement, Data and Space and Geometry that were higher than Overall Numeracy.
Three out of five Year 9 student achieved results in Measurement, Data and Space and Geometry that were higher than Overall Numeracy.

Across Years 3, 5, 7 and 9, nine out of fourteen students achieved results in Measurement, Data and Space and Geometry that were higher than their Overall Numeracy results.

Target 3
At least half of the school’s teaching staff are leading, mentoring or supervising other teachers in their area of expertise.

Our achievements include:
Of the eight teaching staff members in the school:
• The Principal leads, mentors and supervises staff. He has started regular faculty meetings with the secondary maths teacher.
• The Primary Assistant Principal leads the teaching and learning of Primary students. She leads casual Primary teachers, and Secondary teachers who teach Primary students.
• The Head Teacher Secondary Studies leads all Secondary staff, overseeing and supervising teaching programs and assessment. She has since moved schools into the position of Head Teacher Teaching and Learning.
• Some non-executive staff regularly lead sections of staff meetings in their area of expertise. For example, two teachers lead staff in the use of technology, and another leads professional discussion on equity issues for students in low SES communities.

Target 4
All teaching programs show a variety of ways of integrating technology into classroom learning experiences.

Our achievements include:
All staff have worked on the development of new units of work, integrating technology, with a focus on quality teaching.

The school has upgraded technology availability, increasing the number of computers, interactive whiteboards and video conferencing units. Staff now make much more use of these items in class learning experiences.

Executive staff now need to ensure that the improved technology practices from 2009 are sustained, through updated teaching and learning programs.
School development 2009 – 2011

Targets for 2010

Target 1

*Years 3, 5, 7 and 9 students’ results in NAPLAN “Language Conventions” match or better other areas of the test.*

Strategies to achieve this target include:

- Support staff employed to work with lower ability students in these focus areas.
- Increased use of online spelling software such as Spellodrome.
- Regular whole school staff meeting reflection and planning to keep staff focused on the target.

Our success will be measured by:

- NAPLAN results indicate that Language Conventions are indeed equivalent or better than Overall Literacy results.
- General awareness of increased focus on Language Conventions evident in all staff and students.

Target 2

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

Strategies to achieve this target include:

- Support staff employed to work with lower ability students in basic numeracy skills.
- Increased use of online mathematics software such as Mathletics.
- Continued professional development including the Principal working more closely with teachers of Mathematics.

Our success will be measured by:

- Above state average growth for Years 5, 7 and 9 in NAPLAN.
- Above state average growth for students in Year 10 in the School Certificate Mathematics Exam.

Target 3

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

Strategies to achieve this target include:

- Regular and immediate personal contact with parents when students are absent.
- Youth Connections from Albury to assist in mentoring students at risk.
- The school to run proactive attendance programs with all students and parents.

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

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

In 2009, significant gains were made in increased use of technology in teaching and learning. It was also pleasing to note that this was done while maintaining a focus on quality teaching.

The next step in achieving this target is to ensure that teaching and learning programs are updated to reflect improved practice.

Strategies to achieve this target include:

- Head Teacher and Assistant Principal to monitor staff in updating teaching and learning programs.
- Units of work started in Term 4 2009 to be continued and finalised.

Our success will be measured by:

- Programs with updated sections showing the integration of technology into learning experiences.
- Units of work focussing on quality teaching through technology, complete and referenced in teaching and learning programs.
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 2009 our school carried out an overall school perception evaluation and a Mathematics evaluation.

Educational and management practice, and parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school. This was also used as the evaluation on educational and management practice.

Their responses are presented below.

Background
A survey was conducted with students, parents and staff to investigate overall perceptions of things going well at Urana Central School, and things in need of improvement.

Findings and conclusions
Staff noted positives such as:
- Collegiality amongst staff and students.
- Wide ranging opportunities for staff and students.

Staff noted areas for improvement such as:
- Student attendance.
- Students valuing opportunities.
- Further support for staff teaching outside their area of expertise.
- The need for a more comprehensive whole school timetable.
- Improved communication and organisation.

Parents noted positives such as:
- Friendly, caring environment where staff and students interact well together.
- Improvements to the look, feel and tone of the school.
- Improvements in technology.

Parents noted areas for improvement such as:
- School uniform.
- Availability and better preparation for sport and Physical Education.

Students noted positives such as:
- Getting on well with other students.

- Excursions, extra curricula activities, sport and swimming.
- Use of computers, video conferences and technology.
- Specific curriculum areas and learning activities such as Design and Technology, Music, Handwriting, Science and Maths.

Students noted areas for improvement such as:
- Specific rooms, buildings and school areas.
- Areas to use during recess and lunch, and the length of the breaks.
- Sport and Physical Education.
- Bullying and friendships.

Future directions
Many of the areas for improvement are being addressed early in 2010. For example:
- The Parents and Citizens Association has initiated a school uniform review.
- Mrs Debbie Ravula, who started at the school in 2010 as the new Head Teacher Secondary Studies, has a strong background in PD/H/PE and Sport. She is quickly improving these areas.
- The structure of the school day has been changed to incorporate longer recess and lunch breaks, and greater staff supervision at these times has increased activities for students.
- Programs are ongoing to encourage respect and prevent bullying and harassment.

Positive aspects of the school will also continue to be improved. The school is committed to continuing to foster good communication, collegiality and relationships. There will also continue to be a wide array of extra curricula activities for students to experience.

Curriculum - Mathematics
A Mathematics survey was conducted with students, parents and staff to investigate what is going well in maths lessons, and what can be improved.

Findings and conclusions
Staff noted positives in Mathematics such as:
- Student enthusiasm.
- Teaching through problem solving with relevant examples.

Staff noted areas for improvement such as:
• Maintaining good mathematics learning from Primary through to Secondary.
• Management of a wide range of abilities in the one class.
• Programming, sequencing and assessment.

Parents noted positives such as:
• Hands on activities.
• Focus on tables.
• Student confidence improving.

Parents noted areas for improvement such as:
• Some students unmotivated.
• Further support for lower ability students.
• A better balance between bookwork and technology based learning.

Students noted positives such as:
• Learning through technology, such as Mathletics and Hotmaths.
• Specific syllabus areas such as Number and Shapes.
• Extension work and problem solving.

Students noted areas for improvement such as:
• Improved knowledge overall.
• Some students desired more traditional teaching, while others sought greater use of technology.
• More extension work.

Future directions
In 2010 the school is working to improve on Mathematics programs. Some strategies include:
• The Principal working more closely with staff teaching Mathematics.
• Improved planning and organisation in secondary Mathematics.
• Expanding the use of online maths software to all students from Kindergarten to Year 12.
• Extension Maths program for Primary students.
• Support staff employed to work with lower ability students, improving their basic numeracy skills.

Professional learning
All staff participated in a wide range of professional learning experiences such as:
• Curriculum specific courses.
• Leadership.
• Integrating technology into learning, while keeping focused on Quality Teaching.

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.

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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: