2008 Annual School Report
Urana Central School

NSW Public Schools – Leading the way
Our school at a glance

Students
Urana Central School has a current enrolment of 36 students K-12.
There are 17 students in the primary and 19 students in secondary.
2 year 10 students sat their SC and 2 Year 12 students sat their HSC.

Staff
Staff at Urana Central School consists of 1 principal, 2 executive staff, 3 full time teachers and 3 part time teachers.
All teaching staff meet the professional requirements for teaching in NSW public schools.

Messages

Principal's message
A new Achievement, Recognition and Support Policy was implemented at Urana Central School in 2008. The aim of the document was to provide a flexible approach towards encouraging and supporting students at school. It provides guidelines for using positive recognition for students achieving good results while promoting an individualised support program for students experiencing difficulties.

Our curriculum remains relevant and teachers are encouraged to update and refine their teaching programs so that they meet the requirements of each student cohort. ICT is now used consistently throughout the whole school to enhance teaching and learning.

Students are encouraged to participate in a wide variety of community events including Australia Day celebrations, NAIDOC week, ANZAC day, the annual community run Tractor Pull and the Remembrance Day commemorative service.

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.

Tanya Hempstead.

P&C message
The P&C began well in 2008, raising significant money through a variety of events. Some of this money was used to help the school to purchase new outdoor seating.

There were some concerns within the P&C towards the end of the year, that are currently in the process of being resolved.

Student representative's message
Urana Central School has a productive Student Representative Council. During 2008 we sold pies for students’ lunches twice a week over the winter months. We had a number of fundraising events for different charities such as Loud Shirt Day. We also organised a fundraising event to help purchase equipment for the school such as the lunch tables.

We have held lunchtime meetings as a student group to discuss any issues arising from students across the school. These issues and ideas were taken to the principal and many suggestions have been incorporated in the running of the school.

Camille Whitehead
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 school has a mostly Anglo-Celtic population. A section of the community’s population is fairly mobile with some families remaining for short periods of time and some students transferring to other schools only to return a short time later. There were no enrolments in Kindergarten for 2008.

Being a small school, movement of one or two families in or out of the community can significantly affect enrolments, causing them to jump or drop suddenly.

The following graphs show enrolment numbers for Primary and Secondary over the last five years. The ratio of male to female students is also shown.

Student attendance profile
The following graphs show attendance rates over the last five years, comparing Urana Central School with both the Riverina Region, and NSW as a whole. They show that secondary attendance rates have continued to be well above state average, and primary attendance rates are slightly below state average. However, it is worth noting that primary rates have improved since 2007.
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 our primary class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>1</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>5</td>
<td>19</td>
</tr>
</tbody>
</table>

At the end of Term 1, the Primary class was split into 2 classes. There was a composite 1-4 and a composite 5-6 class. Note that there were no Kindergarten students in 2008.

In secondary there was a composite 7-8, a composite 9-10 and a composite 11-12 class.

There were 2 year 11 students in 2007. Both of them continued into year 12.

Out of 5 year 10 students in 2007, 3 continued into year 11 at Urana Central School and 2 left to continue year 11 at other schools.

There was 1 year 12 student in 2007. In 2008 the student went on to find employment.
School context (continued)

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</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3.8</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7.2</strong></td>
</tr>
</tbody>
</table>

Staff retention
At the end of 2007, two staff members left Urana Central School. The Assistant Principal was transferred to another school and the Principal retired.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 97.2%.

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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>NIL</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>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>195 484.79</td>
</tr>
<tr>
<td>Global funds</td>
<td>80 125.44</td>
</tr>
<tr>
<td>Tied funds</td>
<td>69 993.94</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>10 475.95</td>
</tr>
<tr>
<td>Interest</td>
<td>15 072.13</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2 424.10</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>373 576.35</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>11 854.54</td>
</tr>
<tr>
<td>Excursions</td>
<td>2 372.56</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>4 236.45</td>
</tr>
<tr>
<td>Library</td>
<td>1 119.40</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 074.15</td>
</tr>
<tr>
<td>Tied funds</td>
<td>63 777.37</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>5 554.84</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>15 535.09</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>13 265.58</td>
</tr>
<tr>
<td>Maintenance</td>
<td>15 040.58</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2 087.93</td>
</tr>
<tr>
<td>Capital programs</td>
<td>5 294.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>142 212.49</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>231 363.86</td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2008

Achievements

Academic

NAPLAN – Years 3, 5, 7 and 9
For all state tests small student numbers preclude us from including specific data as this breaches student privacy.

Parents have received information on their child’s performance via school reports and parent teacher interviews.

Progress in literacy and numeracy
The progress that Year 5 students made from Year 3, 2006, has been outstanding. In both Literacy and Numeracy, average growth exceeded overall state average growth. This was particularly the case for Writing, as shown in the following graph. It is worth noting that this was also the case for Year 5 in 2007.

School Certificate
For all state tests small student numbers preclude us from including specific data as this breaches student privacy.

Parents have received information on their child’s performance via school reports and parent teacher interviews.

School Certificate relative performance comparison to Year 5 (value-adding)
The following graph shows value adding information for Year 10 students in 2008, compared to average value adding over the last five years. It shows that in most School Certificate courses, value adding has improved in 2008 except for Mathematics which has dropped significantly. It should be noted however that these results are based on a very small number of students.

Higher School Certificate
For all state tests small student numbers preclude us from including specific data as this breaches student privacy.

Parents have received information on their child’s performance via school reports and parent teacher interviews.

Higher School Certificate relative performance comparison to School Certificate (value-adding)
Overall average value adding across all HSC courses was better than in previous years, but still slightly below state average. Biology and Design and Technology stood out as subjects with significantly high value adding.
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 us from including specific data as this breaches student privacy. However, it should be noted that almost all of our students met minimum standards in all areas of literacy and numeracy, across Years 3, 5, 7 and 9.

Significant programs and initiatives

Aboriginal education
In 2008, students learnt about various aspects of Aboriginal history and culture through integrated studies in all Key Learning Areas from Kindergarten to Year 12. The school is a member of the Dare to Lead program. We have a small population of Aboriginal students attending Urana Central School who have been placed on personalised learning plans to help them achieve on a level equal to all students at the school. Wherever possible we include aspects of the relevant local Aboriginal group. We commence all assemblies with the “Welcome to Country” respecting and acknowledging the traditional custodians of the land. The school also participated in a variety of activities as part of “Sorry Day”, when the Prime Minister formally apologised to Aboriginal people.

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.

Respect and responsibility
All programs run at Urana Central School include an emphasis on respect and responsibility. Particular programs such as the Welfare Program, the Environment Program, the Student Leadership Program and the Anti-Bullying Program provide opportunities for students to display and model respect and responsibility.

Other programs
Priority Schools Program.

The following initiatives were funded by the Priority Schools Program.

- **Holiday Break Reading Program (RAD)** - Students were provided with reading materials during the Term 1 holidays, and the Christmas holidays, in order to maintain their reading levels over the break.

- **Staff development in all KLA’s** - throughout the year staff attended a range of professional learning events with an emphasis on literacy and numeracy. We also utilised the District Quality Teaching Consultant to train our staff in Quality Teaching strategies.

- The astronomy club continued to run with students and community members attending evening events.

- **Funds were used to hire an extra primary school teacher for the Year 5-6 class**, in order to provide highly focused literacy and numeracy programs.

- **Students in Primary and Secondary have attended regional leadership programs.**

- **All students were taught how to produce short films as part of cine literacy.**
Other programs (continued)

Country Areas Program (CAP)

The following programs were funded through the Country Areas Program.

- A major primary excursion to Canberra where students learnt about Australian History and Civics. They also attended science and cultural venues.

- A major secondary excursion to Tooma Outdoor Education Camp where students developed physical fitness and team building skills.

- Students went on several day excursions to environmental and cultural centres.

- Travelling cultural groups visited the school, and students also participated in video conferencing virtual excursions to NASA and the Great Barrier Reef.

- A small connected learning program was started with 3 other schools using video conferencing and Bridgit software, to enhance learning opportunities for primary and secondary students.

Progress on 2008 targets

Target 1
Raise the performance level of all students in literacy in BST and ELLA by at least 10% by 2008.

Our achievements include:
For all students for whom we have necessary NAPLAN, BST and ELLA information available, we have met the target of improving overall literacy performance levels by at least 10%.

Target 2
Raise the performance level of all students in numeracy in BST and SNAP by at least 10% by 2008.

Our achievements include:
For all students for whom we have necessary NAPLAN, BST and ELLA information available, we have met the target of improving numeracy performance levels by at least 10%.

Target 3
To improve the overall attendance rate (K-6) by 2%.

Our achievements include:
The following graph shows that the K-6 attendance rate did indeed improve by over 2%. In 2007 the attendance rate was 86.8%, and in 2008 it was 89%.
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 2008 our school carried out evaluations of Complaints handling Procedures, Technology in the school and delivering the PDHPE Syllabus.

Educational and management practice
A management survey was carried out to ascertain the level of satisfaction with staff and parents on how complaints about educational and management issues were handled by the school.

Background
Staff and parents were asked to complete a survey asking them to rate their satisfaction with complaint handling procedures by the school.

Findings and conclusions
• Staff mostly agreed that they were informed about formal complaints handling procedures at the school.
• The area of most concern for staff in regards to making a formal complaint was who to approach first.
• 100% of parents who responded to the survey were satisfied with the school’s complaint handling procedures.
• 50% of parents surveyed said they had never had to make a complaint to the school.

Future directions
It is important for a school to function effectively that there be a formal complaints handling procedure in place and that it is understood by all members of the school community.

In 2009 the executive team will make it a priority to formulate and distribute a policy to all staff about how they can raise concerns about educational and management practices within the school, and how these concerns will be responded to.

Parents will also be informed on how they can make formal complaints about the school and how these complaints will be handled.

Curriculum
A PHDHPE survey was conducted to investigate how PDHPE is taught at Urana central School and what improvements can be made.

Background
Students and parents were asked to respond to a survey regarding PDHPE at Urana Central School.

Findings and conclusions
• Most parents surveyed felt that they were not properly informed about the teaching and reporting of PDHPE at the school.
• All parents surveyed felt their child was enjoying PDHPE and their skills were improving.
• All students agreed that they enjoyed PDHPE and that being active and fit was important to good health.
• All students agreed that they enjoyed learning about personal development and that it helped them to make responsible decisions about their lives.

Future directions
Providing expert tuition in PDHPE is difficult for Urana Central School because of our small staffing allowance. Urana Central School will endeavour to continue providing a high level of teaching in PDHPE by providing support for teachers in the form of professional learning and teaching and learning resources.

We will also improve our reporting in regards to PDHPE so that parents have a better idea of what their children are learning.
Other evaluations
In 2008 the school sought the opinions of the teachers about how successfully technology was being integrated into the curriculum and their own evaluation of their skills and confidence level in regards to using technology in the school.

Their responses are presented below:

• All staff felt comfortable with learning about and using technology in teaching and learning.
• All staff agreed that Urana central School encourages the use of Technology in teaching and learning and that professional learning regarding technology should be a high priority.
• Most staff are able to competently use a variety of software applications as part of teaching and learning.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

• Most students agreed that they were taught well and were satisfied with their progress at school. Most students agreed that teachers listen to them. Most students also indicated that they felt safe at school. 100% of students agreed that they receive enough creative arts at school.
• Most staff at Urana Central School felt that one of its strengths was the amount of extra curricular activities and excursions that were provided for students. There was also a strong agreement that the school had a good welfare program and demonstrated genuine care and concern for its students.

Professional learning
All staff participated in professional learning activities in at least one of the following areas:

• All Key Learning Areas
• Leadership
• Quality teaching
• Technology
• Induction of new teachers
• Learning styles

School development 2009 – 2011

Targets for 2009

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.

Strategies to achieve this target include:

• Analyse NAPLAN language results and students’ work against syllabus outcomes.
• Develop a Language Action Plan, showing that individual learning support is being targeted to areas of need.
• Individual students receive tuition relevant to their own language needs.
• Develop a scope and sequence for language conventions encompassing all stages K - 12. Language conventions reinforced across all KLA’s and stages.
• All students in Years 3 – 9 enrolled in the ICAS Writing Competition. Results analysed to provide feedback on where students are at with language conventions.
• Students participate in Reading is RAD program
• Relevant resources are purchased focusing on language conventions.

Our success will be measured by:

• NAPLAN results indicate that Language Conventions are indeed equivalent or better than overall literacy results.
• Explicit teaching of language conventions embedded in all teaching and learning programs.
• Data analysis from external Writing Competition indicates Years 3 – 9 students’ spelling and grammar is improving.
• General awareness of increased focus on Language Conventions evident in all staff and students.
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.

Strategies to achieve this target include:

• Analyse NAPLAN language results and students’ work against syllabus outcomes.

• Develop a whole school Numeracy Action Plan, showing that individual learning support is being targeted to areas of need.

• Individual students receive tuition relevant to their own numeracy needs.

• Develop a scope and sequence for numeracy encompassing all stages K - 12. Data and Measurement reinforced across all KLA’s and stages.

• Relevant resources are purchased focusing on language conventions.

Our success will be measured by:

• NAPLAN results indicate that Measurement and Data are indeed equivalent or better than overall numeracy results.

• Explicit teaching of Data and Measurement embedded in all teaching and learning programs.

• General awareness of increased focus on Data and Measurement evident in all staff and students.

Target 3

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

Strategies to achieve this target include:

• Principal to ensure that all staff use all of their incentive professional learning allowance.

• School finances staff membership of relevant professional learning associations.

• Staff actively seek opportunities to present workshops at regional DET or professional organisation courses.

• Principal seeks opportunities through Principal Network groups and / or the SED to identify appropriate mentoring relationships with staff from other schools.

• Executive staff work with all teachers to ensure that teaching and learning programs reflect excellent knowledge and understanding of relevant syllabuses, assessment practices and pedagogies, and that Quality Teaching is also embedded.

Our success will be measured by:

• All staff participating in relevant professional learning.

• Staff demonstrating leadership in regional DET initiatives, leadership through their relevant professional organisations, or leadership at a local school community level.

• Some staff are mentoring and supporting inexperienced staff at other schools.
Target 4

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

Strategies to achieve this target include:

• The technology team assist all staff to understand individual syllabus technology requirements, and then follow up with appropriate professional learning.

• Technology is integrated into assessment tasks, which is then reflected in reporting practices.

• Online numeracy and literacy software is used effectively with students.

• Results from SC Computer Skills Exam are analysed. An action plan is then developed to strengthen areas of identified weakness.

• Connected learning with other schools is continued and expanded.

Our success will be measured by:

• Technology embedded in all teaching and learning programs.

• Student work samples reflect student proficiency with a wide variety of software programs.

• Improvement of student results in the SC Computer Skills Exam.

• The level of success of both current and new connected learning initiatives with other schools.

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.

Titanya Hempstead Principal 2008
Noel Maddern Principal 2009
Melinda Elith Head Teacher Secondary Studies
Dorothy Dore Assistant Principal
Wendy Mallon School Administrative Manager
Camille Whitehead SRC President
Brett Edmunds Parent Representative

School contact information

Urana Central School
William Street, Urana, NSW, 2645.
T: 02 6920 8005
F: 02 6920 8103
urana-c.school@det.nsw.edu.au
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: