

Urana Public School Annual Report



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Introduction

The Annual Report for **2016** is provided to the community of **Urana Public 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.

Dorothy Dore

Principal

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Message from the Principal

2016 has been a challenging year for Urana Public School. Throughout the year numbers declined and with the transition of the current Year 6 cohort and the prospect of no Kinder students we will start 2017 with 13 students in a Year 2–6 class. We have found ourselves in this position before – so these are not uncharted waters!

Our schools' success is underpinned by three key elements that promote quality teaching and learning programs for our students.

Firstly we have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. Secondly, our students are a passionate and motivated group of young people who are keen to learn and participate in the range of educational opportunities provided for them. Thirdly, Urana Public School enjoys the support and encouragement of the parent body and involvement in the activities of the wider local community.

Our annual self–assessment and review meeting involving staff, the executive of the Parents' and Citizens' Association and student leaders, key features of our achievements for Urana Public School in 2016 were identified:

- all staff participated in a wide range of professional learning activities to improve their classroom practice and to build their capacity to meet the learners' needs
- The National Assessment Program in Literacy and Numeracy results indicated significant individual growth in all areas tested, language Conventions, Spelling, Reading, Writing and Numeracy from Yr 3 to year 5. This indicates that our strategies to improve learning outcomes in literacy and numeracy are having an impact.
- The BiJOU Learning Community came of age as a strong educational network, sharing knowledge, resources and expertise to build capacity of all staff in a collaborative learning space. The Centre for Educational Statistics and Evaluation (CESE) published the results of the case study on our network in their *Interim Report: Rural and Remote Blueprint* in December 2016. This is continued recognition of the work being done by the three schools to work as one to provide innovative opportunities for students, staff and parents to share in the learning.

The school remains a safe and supported place of learning where the wellbeing of every student is our focus, as is the desire to develop resilient, adaptable and independent young people. The world we live in demands this!

I certify that the information provided in this report is the result of a rigorous school self–assessment and review process undertaken with staff, parents and students and provides a balanced and genuine account of the schools achievements and areas for development.

Dorothy Dore

Principal

Message from the school community

Even though our P&C numbers were small, this did not deter us from making an impact in 2016.

We catered for two major events this year. On Pink Stumps Day we had a BBQ and plenty of pink lamingtons and cupcakes for all. The Small Schools Cross Country was conducted in some cooler weather so hot pies, sausage rolls and hotdogs fed the hungry runners.

We purchased a Buddy Bench that went into the schoolyard as a reflective place for children to sit when feeling alone or just needing some quiet time. Its purpose was used extremely well by all students and staff.

Once again our Mother's Day and Father's Day stalls were well received by the students who all love purchasing their gifts with great thought.

It was suggested at a meeting that we work with the SRC and help provide a hot lunch every fortnight for the students. This proved very popular with 100% participation every time. Spaghetti, pies, egg and bacon rolls were just a few things on the menu. The money raised from this project provided the school with a wonderful day excursion in Wagga.

Muffin Break held their annual Facebook competition which saw us place first in NSW with a prize of \$1000 and 500 muffins. We decided to install a refrigerated bubbler, which included a tap to fill water bottles in the playground with the prize money.

Small in numbers but big in spirit and heart we were still able to provide the students of Urana Public School with some wonderful equipment and valuable experiences.

Fiona Brooks

President/Secretary

School background

School vision statement

Urana Public School is a quality learning environment that offers inclusive, personalized and innovative education.

Every student has the opportunity to achieve their personal best through engaged learning in a safe, respectful, supportive and caring environment.

Urana Public School prepares resilient, socially confident, independent learners.

School context

Urana Public School is located in the Riverina region, central to Wagga Wagga, Albury, Deniliquin and Griffith. The school caters for twenty eight students K–6 in a rural setting. Typically it has a strong history of educational delivery for students from Urana and surrounds having been in existence for up to 150 years. The changing demographics of rural NSW is evidenced by school reclassification as a public school in 2015. The community is characterized by an increasing percentage of families from low socio-economic backgrounds with aspirational dreams for their children's future and who support the continuous improvement of the school in improving the literacy and numeracy outcomes for all students.

Quality literacy and numeracy programs such as Focus on Reading (FoR), Language Literacy and Learning (L3), Targeting Early Numeracy (TEN) and Taking Off With Numeracy (TOWN) drive the quest for literacy and numeracy growth for all students. The BiJOU Learning Community encompasses Urana, Berrigan, Jerilderie and others and provides a vehicle to develop teachers' capacity to meet the literacy and numeracy needs of all students. Professional learning with others is a valuable tool in self-improvement.

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. 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.

Our major focus in the domain of **Learning** is a demonstrated commitment to develop individualized learning and strengthen student wellbeing to create a supportive learning environment that encourages improved learning outcomes for all students.

Our major focus in the domain of **Teaching** has been the development of a culture of collaborative practice that harnesses expertise from within our school and across the community of schools. It has fostered a respectful, collegial approach to the pursuit of self-improvement and in turn school improvement. Beginning teachers are supported by a mentor and encouraged to plan collaboratively. The annual cycle of professional reflections, goal setting and targeted professional learning is building a collaborative practice where critical reflection, evaluation and evidence based practices are increasingly explored.

In the domain of **Leading** we have been committed to developing the leadership skills of staff and students. Established links exist with the other partner schools of the BiJOU Learning Community schools to support leadership management practices and processes. The school has been successful in leading the initiatives outlined in this report, building the capabilities of all staff to create a dynamic school learning culture.

Our self-assessment 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

Wellbeing for Success

Purpose

To ensure every student is equipped with the social, emotional and physical skills that will empower them to engage in and enjoy meaningful relationships and experiences in preparation for a successful life-long learning journey.

Overall summary of progress

The school is building a culture of learning across the school, strengthening the social capacity of the individual and empowering students to engage positively in the learning environment, indeed any environment that presents an opportunity to learn something new about themselves. The learning environment is promoting the development of a growth mindset and learners with gratitude and empathy for others.

There have been significant and observable changes in behaviour featuring more positive and respectful relationships throughout the school community. There has been increased participation in school events and initiatives and reduced anti-social behaviour. Central to student engagement are the many and varied connections and partnerships in learning established within and outside of the school setting. These partnerships in learning, formed with local community members and outside agencies, greatly enhance our learning programs and help build students' interests, connections with and ability to apply their learning in meaningful contexts.

The school supports individual students towards improved outcomes through a raft of interventions – ILPs, Fast ForWord and Speech Pathology underpinned by the award winning wellbeing and resilience program Bounce Back. The school has overlaid KidsMatter as the umbrella wellbeing program and is working on building a strong, positive school community to support its young people.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Personalised Learning and Behaviour Plans written for all students	<p>All targeted students are catered for in the classroom by way of learning adjustments and accommodations to address their individual needs.</p> <p>Learning Support funding has been utilized to support individual students in the areas of literacy and numeracy where staffing could be attracted to fill the void. One quarter of the position was utilized over the course of the year.</p> <p>The brain training program Fast ForWord has been implemented to further support all students. Ongoing reading assessments show achievement of improved performance and gains across the four areas: phonological awareness, decoding, vocabulary and comprehension.</p> <p>A Speech Pathologist has been engaged to work with targeted students' language deficiencies on a fortnightly basis. Language Plans have been developed.</p>	<p>.2 FTE position of which .05 FTE was used</p> <p>\$5000</p> <p>SLSO 4 hrs week – literacy support</p> <p>\$3500</p> <p>Fast ForWord – 12 mth sub</p> <p>\$7000 – \$350 per student p.a</p> <p>Steph Girdwood, Speech Pathologist</p> <p>\$2900</p>
All students show a demonstrated measurable improvement in behaviour, attendance and social and leadership choices.	<p>Individual students' attendance has improved.</p> <p>Student involvement and participation in all learning experiences in and out of the school has improved markedly. Students have a significant role and presence in local events like Anzac Day, Remembrance Day, Federation Council focus groups</p>	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students show a demonstrated measurable improvement in behaviour, attendance and social and leadership choices.	The school has developed a valuable relationship with the senior residents at Colombo Lodge. This is an eagerly anticipated weekly event for both parties. Students were involved in a NSW Health initiative where they worked with the residents to create 'What Matters to Me' posters.	

Next Steps

5 weekly data entry

ILPs for targeted students through the *Early Action for Success* program

Participate fully in *Early Action for Success* program, building knowledge of data collection and analysis to inform practice, encourage staff to utilize all professional learning opportunities

Research the area of feedback and its impact on student learning outcomes

Access Dylan Willams professional learning workshop if possible

Attend *Making Space for Learning* PD to build a deeper understanding of the effects of trauma on children

Complete the online trauma training modules

Strategic Direction 2

Engaged learners

Purpose

To embrace academic excellence and develop learners who will become successful and informed citizens in a changing world.

To guide learners to become resilient, independent and adaptable, who in turn are accountable for their learning and achievement.

Overall summary of progress

The students respond positively to their learning and are actively involved in all learning experiences.

Each student engages effectively as a learner, building strong self-belief and an understanding of the dispositions of successful learners. Students are keen to demonstrate their learning.

The school's progress towards full implementation of a 1:1 iPad program has been relatively successful with perseverance. There is evidence to suggest that student curiosity and creativity has led to increased engagement and that they are proficient and productive users of the technology. Staff, too, have explored with similar curiosity and creativity and embedded the technology in their teaching and learning programs.

Assessments, both external and internal, show individual growth in the areas of literacy and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students are collaborative, creative and productive users of technology and confident communicators using technology	<p>Technology, namely iPads, was implemented fully throughout 2016. Its use and the knowledge and skills of both teacher and students were evaluated. Professional learning, micro sessions, sharing opportunities were provided to staff to build further knowledge.</p> <p>Students demonstrated they could work proficiently and collaboratively and exercise choice to use apps that best demonstrated their understanding. They communicated projects confidently to an audience. Evaluation completed by Michelle Meracis talks about our significant shift from the substitution level to the modification and redefinition levels.</p>	\$1000 SLSO 4 hrs/fortnight
External and school based data shows learning growth for all students	<p>Data reflects growth in all areas of literacy and numeracy. Individual NAPLAN value added growth from Yr3 to Yr5 was 87.4. Urana Public School is Sustaining and Growing in this area with value added growth being consistent over the past 5 years.</p> <p>PAT R (Comprehension)/PAT Maths/Fast ForWord Reading Assessments indicate growth for individual students</p> <p>L3 and TEN assessment measures reflect improved outcomes for targeted students in the early years</p>	\$400 ACER subscription

Next Steps

Evaluate the effectiveness of technology in improving student outcomes and student engagement both from student perspective and by independent person (Michelle Meracis to re-evaluate commenting on 'shift' from last year's evaluation)

Celebrate student achievement to learn in new and creative ways

- Education Week Learning Community Showcase – 'I Learn, We Learn' theme
- Southern Riverina News feature 'STEAM Camp'
- Seesaw integration

Professional Learning opportunities for all staff, teaching and support, to build knowledge and skills

Develop a whole school assessment schedule (BiJOU initiative)

Participate in the 2017 Tell Them from Me surveys

Design innovative learning projects taking into consideration analysis of TTFM survey results

- STEAM Camp targeting Yr 4 students
- Robotics – Yr 4, 5 and 6 students, practical and virtual sessions incorporating Adobe Connect classrooms and use of GAFE for feedback and evidence of learning
- Code Club – learning more about the language of programming

Strategic Direction 3

Quality Systems; Quality Support

Purpose

To build meaningful partnerships with our learning communities, to build the capacity of individuals to be innovative in a highly supported environment.

Overall summary of progress

A professional development team working across the BiJOU Learning Community enabled Urana Public School to achieve significant progress with 'buy-in' from the whole staff of the three schools. A collaborative approach helped drive all aspects of quality teaching, innovative curriculum design and shared expertise. Professional learning opportunities were actively sought or developed to assist teachers achieve their professional and personal goals. Our work in this area is a shared vision of the learning community to encourage student engagement and improve student outcomes but also to grow the staff professionally.

Urana Public School moved towards a deeper reflective process, guiding the ongoing development of staff, at the individual and collective level. A timeline is in place for effective monitoring and feedback, professional conversations about progress and support and to plan for future growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The iPads in Classrooms initiative results in enthusiasm for what technology adds to the learning, confidence in its application and the sharing of the excitement of student achievement .	<p>Expanded the role of the BiJOU Learning Community to support professional learning, school visits, mentoring, training and collaborative practice with:</p> <ul style="list-style-type: none"> – Co-ordinated beginning teacher collaborative planning sessions – Beginning teachers mentored by 'expert' teacher – Stage meetings held on a termly basis – Whole learning community staff meetings conducted as part of each terms SDD – Collegial observations as part of PDP process – Opportunities for classroom visits to look at L3, TEN etc in action – Resource sharing <p>Expanded opportunities for students to work with experts and with peers</p> <ul style="list-style-type: none"> – STEM Challenge Day – Robotics/Coding taster sessions 	<p>\$4081 beginning teacher funding</p> <p>\$2400 operational funds</p>
Attainment by all teachers of their identified performance and development goals and ensuring they meet the Australian Professional Standards for Teachers	<p>All teachers actively engaged in the Performance and Development Plan process and completed the second cycle of the PDP</p> <p>All teachers actively sought professional learning opportunities to deepen their knowledge and understanding in order to achieve their individual goals</p>	

Next Steps

Re-evaluate the use of technology and its impact on student engagement and student learning

Encourage staff to link their PDP goals to the National Teaching Standards and the schools Strategic Directions

Have productive professional conversations with staff

All staff to engage in the PDP process fully, negotiating format of observations, initiating feedback and reflecting regularly on their practice

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Students were supported to achieve areas identified in their Individual Learning Plans</p> <p>Participation in a network NAIDOC Day at Savernake PS</p> <p>Aboriginal artist, David Dunne 'Done by Dunn Art', created Wiradjuri murals with students</p>	<p>\$600 bus hire</p> <p>\$240 NAIDOC Day contribution</p> <p>\$2200 Artist in Residence</p>
Low level adjustment for disability	<p>Programs were utilized to support identified students ie .Fast ForWord</p> <p>Teacher expertise was utilized when it could be accessed to support groups of students in literacy and numeracy</p>	<p>\$5425 flexible funding</p> <p>\$5000 (.05 FTE)</p>
Quality Teaching, Successful Students (QTSS)	<p>Beginning teacher supported to collaborate with teachers in other settings and to be released to make school visits to observe best practice</p>	<p>QTSS funding \$500 (.01 FTE)</p>
Socio-economic background	<p>Enhanced educational experiences through employment of a specialist music teacher to deliver music, particularly choir and tuition</p> <p>Provision of external services ie Speech Pathologist to develop language plans for targeted students</p> <p>Participation in Aspire Me drama and art initiatives together with bi-annual Musica Viva performances</p> <p>Subsidised the major excursion to Ballarat for Yr4-6 students and the K-2 excursion to Melbourne</p>	<p>\$10000 (.1 FTE) plus school operational funds</p> <p>\$2900 equity funds</p> <p>\$720 equity funds</p> <p>\$2250 equity funds</p>
Support for beginning teachers	<p>Beginning teacher received additional support for the second year. Release was provided to work with a mentor, collaboratively plan and pursue professional learning opportunities</p>	<p>\$4081 beginning teacher support funding</p>
BiJOU Learning Community	<p>Attracted expertise in Michelle Meracis – eLearn enabling two three-day visits to work shoulder to shoulder, conduct professional learning sessions, STEM Challenge days and mentor the learning community</p> <p>Resource sharing</p> <ul style="list-style-type: none"> • Human resources shared across the schools ie SLSO • Technology resources ie robotics <p>Synced release time for beginning teachers allowing for collaborative planning time</p>	<p>\$2400 operational funds</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	25	17	15	12
Girls	20	13	13	7

Enrolments from 2014 have started to decline with reduced employment opportunities in the area, changing demographics and rural decline. Previously proposed council amalgamations and local government reform have taken place. Throughout 2016 enrolment numbers took a marked downward trend.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	90.9	94	86.5	99.4
1	90	93.1	95.3	86.9
2	94.7	95.2	95.3	90.7
3	94.7	90.4	87.5	96.4
4	97.4	94.1	93.1	92.7
5	92.1	89.1	94.8	89.4
6	96.1	97.7	86.8	93
7	89.8			
8	85.4			
9	95.5			
10	93.5			
11	97			
12	88.8			
All Years	92.8	93.1	91.4	92.2
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			
8	90.9			
9	89.4			
10	87.7			
11	88.3			
12	90.1			
All Years	92.7	93	92.3	92.3

Management of non-attendance

Attendance rates have been very consistent over the past 5 years however with relatively small numbers in each year level the attendance rate of one or two students can distort attendance rates markedly.

Non-attendance is managed by regular communications about the relationship between student achievement and attendance, in school newsletters

together with reinforcement of the message that 'missing school leaves gaps in your education!

Incidences of non-attendance are followed up immediately with an SMS encouraging a return message indicating a reason for absence.

Conversations are conducted with students and parents/carers if necessary to investigate patterns of poor attendance. The Home School Liaison Officer (HSLO) monitors students whose attendance is of concern.

Students with exemplary attendance are rewarded at the school's annual presentation night.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.95
Other Positions	0.11

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2016 there were no teachers with an Indigenous background..

In addition to the above staffing entitlement allocated by the Department of Education the school also used other funding to employ additional teaching and administrative staff to meet the needs of the students and the school.

The National School Chaplaincy Program continued in 2016. The school was successful in securing funding for another three years, however the program will operate on reduced hours and be supplemented by school funds to maintain the service.

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	

Professional learning and teacher accreditation

All teaching and support staff at Urana Public School participated in a number of professional learning opportunities designed to build their capability to achieve some of the key priorities as set out in the school plan.

Staff were also involved in professional learning programs that have built skills and knowledge in nominated mandatory areas.

Urana has one teacher maintaining accreditation at the Proficient level.

School Development Days (SDD)

Term 1 SDD focused on completing mandatory training in Code of Conduct and the Child Protection Update.

Term 2 SDD was a combined BiJOU Learning Community day which focused on KidsMatter, unpacking the Wellbeing Framework and completing a school audit, the School Excellence Framework was revisited and staff wellbeing was attended to with a relaxing Yoga session.

In Term 3 we joined a Deniliquin Network *Behaveability Workshop*. Individual management strategies borne out of nutritional and medical knowledge of managing and treating children with behavioural and emotional issues were presented.

The Term 4 day tackled the mandatory training in asthma, anaphylaxis and CPR in the First Aid refresher course through Finley TAFE.

In lieu of the Term 4 end of year days, all teaching and support staff attended the Term 2 and 3 Connected Learning Forums: a 3 hour training event held from 4:00 – 7:00 pm. 11 schools with 70–80 staff participated in these sessions. The training is not mandatory but all staff appreciate the effort of the BiJOU Learning Community in building such an event. The afternoon/evenings provide quality professional learning and an opportunity to learn from colleagues.

Other learning undertaken included:

Beginning teacher attended Best Start training and PLAN sessions with regional advisor to build

understanding of the Best Start assessment, data entry and use of the literacy and numeracy continuums.

All staff participated in the Deniliquin Network Rural and Remote Initiative, PLANning for Future Learning, working towards 5 weekly data entry on PLAN K–6 and differentiated and individualized learning for all students.

The principal attended the Visible Learning Community of Practice day and was inspired by the narrative presented by the executive of Wodonga Primary School about their journey as well as other examples where making learning visible in classroom practice makes a difference.

Michelle Meracis continued her visits to the learning community schools to work with students and staff on iPads, but added the coding and robotics dimension to engage students. As a BiJOU initiative and as a digital leader she presented a Coding and Robotics Workshop for staff professional development and attracted 25 enthusiastic teachers who could take their learning back to their schools.

The principal attended Deniliquin Principal Network meetings with discussions around the Premiers Priorities, External Validation and other items pertinent to the department reforms. The principal also attended the Riverina Primary Principals Conference. The wellbeing theme was welcome recognition of the complexity of the job and its impact on personal health and wellbeing.

Online training was accessed in:

- Disability Standards for Education
- Fraud and Corruption and
- Working with the Community

The SAM attended the NSW SASS State Conference to get the latest information on matters relating to service delivery from the front office. The SAM also participated in ongoing professional learning in LMBR and conducted an *LMBR in Action* day at Urana Public School for administration staff from across the network.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	131 881.34
Revenue	510 317.42
(2a) Appropriation	503 995.56
(2b) Sale of Goods and Services	609.07
(2c) Grants and Contributions	4 173.22
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 539.57
Expenses	-503 348.85
Recurrent Expenses	-503 348.85
(3a) Employee Related	-408 910.93
(3b) Operating Expenses	-94 437.92
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	6 968.57
Balance Carried Forward	138 849.91

Urana Public School remains in a sound financial position, carrying over a significant balance, giving the school security in meeting its commitments and flexibility in making decisions when committing funds to innovative programs.

Significant funds were allocated to painting the main building, inside and out. It is a historically significant building in Urana, and it was deemed important to maintain its appearance. Considerable funds were also committed to robotics, a new and emerging technology which will be an integral part of our learning in 2017.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	457 815.96
Base Per Capita	1 503.96
Base Location	23 222.21
Other Base	433 089.78
Equity Total	43 432.88
Equity Aboriginal	0.00
Equity Socio economic	17 603.54
Equity Language	0.00
Equity Disability	25 829.34
Targeted Total	0.00
Other Total	1 033.21
Grand Total	502 282.05

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.



Parent/caregiver, student, teacher satisfaction

Students from Years 4–6 participated in the Tell Them from Me surveys in 2016. The survey measures 20 indicators based on the most recent research on school and classroom effectiveness. Students reported strongly in the areas of:

- Effort
- Expectations for success
- Being interested and motivated
- Participation in school sports and extracurricular activities
- Having positive relationships
- Positive student–teacher relationships
- Relevance
- Rigor
- Valuing schooling outcomes
- Effective learning time
- Positive learning climate
- Positive sense of belonging
- Advocacy at school

An area not being reported as strongly continues to be

- Positive homework behaviours

Additionally the student body participated in the Kidsmatter Student Survey and overwhelmingly they feel happy and safe in the school environment.

Staff

Staff completed the Kidsmatter Staff survey and overwhelmingly believe that support for student mental health and wellbeing is central to what we do. Staff make an effort to know their students well and use research based programs to promote the social and emotional skills of the students.

Parents

Parents were also surveyed using the KidsMatter Parents Survey. Parents feel the school supports the mental health and wellbeing of their children and that the school assists them to seek help if required. Parents indicated they would like to know more about child development and learning, children's wellbeing and mental health and managing challenging behaviours. Communication between school and home was highlighted as an area the school could work on.



Policy requirements

Aboriginal education

Aboriginal perspectives are integrated across all curriculum areas through the K–6 units of work. These programs develop positive attitudes and understandings about Aboriginal history, culture and contemporary Aboriginal Australia.

In 2016 classroom teaching and learning programs were complemented by a NAIDOC Day commemorated with local schools at Savernake Public School. Students joined with their peers for a journey into Indigenous history and culture through art, dance, story–telling, nature and sport. This promoted reconciliation, racial tolerance and cultural understanding.

We invited David Dunn, 'Done by Dunn Art' to Urana Public School to be an artist–in–residence. He skilfully crafted a Wiradjuri mural telling the story of the local Urana area. He workshoped with the students and worked alongside them to produce a second mural telling the students' story of the local area. As he worked he shared his cultural perspective with the students.



Multicultural and anti-racism education

To ensure that the school promotes a culturally inclusive learning environment and intercultural understanding, multicultural perspectives are integrated across all curriculum areas through units of work studied from K–6.

In partnership with Intereach we welcomed some Kenyan visitors to our school. They shared some of their culture with us by way of music, teaching us a Kenyan welcome song 'Jambo bwana'. They talked at length about their country and conducted an extensive Q&A with the students before cooking up a sumptuous Kenyan feast for the students.

At present Urana Public School doesn't have a staff member trained as an Anti–Racism Officer (ARCO). The role of the ARCO is to be the contact between the students, staff, parents and community members who may wish to raise issues regarding racism.

Other school programs

Ballarat Excursion

This year the students from Y4–6 joined with Savernake, Oaklands and St Francis to travel to Ballarat in July. This is a valuable excursion taking the students back to an earlier time in Australian history, when 'gold ran through the veins' and excited a nation and enticed other nationalities, particularly the Chinese, to come to Australia in search of gold. An underground tour of the Central Deborah Mine in Bendigo was a highlight, as was The Blood on the Southern Cross sound and light show which depicted the struggle for early democracy. It was an extremely cold week and on the final night 'it snowed' as part of the Christmas in July celebrations when Sovereign Hill was transformed into a winter wonderland.

Bridging the Generations

Our learning partnership with the senior residents at Colombo Lodge is a rich and rewarding relationship between the young and the old of the community. Each week the students are accompanied by the School Chaplain and play board games, word games, ball games, share stories, engage in conversation and use technology together. There is laughter and tears aplenty and both parties eagerly await each Wednesday morning. In 2016 the students were invited to be part of a NSW Health initiative, working alongside residents to create 'What matters to Me' posters to be displayed in the residents' rooms. This was a valuable interchange of ideas as the students carefully created and represented the stories recounted to them.

Pink Stumps Day

A second Pink Stumps Day followed on from the success of 2015. 130 students from Savernake, Oaklands, Berrigan, Jerilderie and St Francis converged on Victoria Park for a Super 8's styled cricket competition. With the support of the school community, wider Urana community and the neighbouring schools we raised over \$1000 for the McGrath Foundation and supported greater awareness of breast cancer. Our very own UPS Division 1 team scored the pink hat on the day while Savernake took home the pink cricket kit for winning Division 2. Robbie McKinley, representing Cricket NSW, is a keen supporter of school cricket, chimed in with a few tips and helped out on the day.

CESE Case Study

We were very excited, and just a little bit proud, to have our BiJOU Learning Community showcased in the *Interim Report: Rural and Remote Blueprint* by The Centre for Educational Statistics and Evaluation (CESE) in December 2016. This is recognition of the work being done by the three schools: Jerilderie, Berrigan and Urana to come together to provide opportunities for students, staff and parents to share in the learning. The BiJOU Learning Community has completed a second extensive interview about our continuing journey.

Aspire Me – Drama and Art

Year 5 students participated in the Drama camp at Berrigan. While it can be a little daunting to 'find your voice' in front of forty unfamiliar faces, our student found his! He learnt to improvise, project his voice and perform in front of others. It was a worthwhile opportunity to develop his self confidence.

Two UPS students travelled to Moulemein to work with talented artists. Both boys responded well to tuition from experts at a new level in different mediums and produced quality artworks they can be very proud of.

Sport

It was on the sporting arena Urana Public School repeated its 2015 performance – the level of participation of all students, the achievement of individuals across many areas of representation and the number of trophies collected! Small in numbers but BIG in spirit!

We represented in swimming, athletics, cross country and some boys trialled at cricket and football. With representation from the small schools arena through to the Riverina level, it made for a very busy sporting calendar.

Highlights:

- Small Schools Swimming Champion Schools
- Small Schools Cross Country Aggregate Score (joint winner)
- Small Schools Athletics Percentage Perpetual Trophy
- Savernake Jumps Cup
- Rennie Senior Cup
- Challenge Cup
- There were a number of Age Champions proudly wearing medallions from each carnival.

The haul of trophies for 2016 were displayed in the main entrance throughout the year. While the trophies and medallions are significant rewards, the stories of sportsmanship, endeavour and initiative are the real jewels as is the overwhelming support and encouragement displayed by the parent body. There are valuable lessons to be learnt about encouraging students to do their best, to support others and build a positive school culture – one where it is not about being the best, but achieving your best and having a go.

I am very proud of the student cohort because 2016 provided many opportunities for every student to make their mark in many different ways and all students found an environment to do just that – to be the best they could be and have a go!