

Urana Public School Annual Report



2017



3314

Introduction

The Annual Report for **2017** 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

2017 was a challenging year, shire amalgamations took effect , hastening rural decline and together with changing demographics, resulted in decreasing school numbers. The pressure is firmly on small towns and therefore small schools are fighting for survival. The full implications of providing a bus service for secondary students to access education in neighbouring towns has been realised with primary students now bypassing their local school to get on the same buses and travel away from Urana for their primary education.

The school's external validation process was overwhelming positive, the journey of reflection to build the school's story was very rewarding and the panel's validation of the 14 elements in the areas of learning, teaching and leading was a great result for the work we have done at Urana Public School in the pursuit of excellence.

In 2018 the school will celebrate 150 years in existence as a educational institution in Urana, a proud history of educational delivery in a rural setting.

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, Urana Public School

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 and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

On **August 17th, 2017** our school participated in external validation. In preparation for this meeting the required body of evidence was prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence.

The school's self-assessment as part of this process indicated that in the School Excellence framework domain of **Learning...**

Learning Culture – Students at our school feel safe and supported and happy in this learning environment. They have positive relationships with their peers, teachers and community groups and have a real sense of belonging. This enables students to actively engage in achieving learning outcomes. Learning is valued, evidenced by very good attendance rates, a nil suspension record and participation in a range of school activities. In this area we are **delivering** and will continue to work together to encourage all students to actively contribute to the life of the school, the community and the society in which they live. It was the panel's recommendation that we were operating at the **sustaining and growing** level.

Wellbeing – As evidenced by the staff wellbeing audit we demonstrated we have identified the link between wellbeing and the contributing factors such as student engagement, behaviour expectations, parental engagement and positive relationships. The success of our chaplaincy program, resilience program BOUNCE BACK, interagency partnerships and community engagement mean we are **sustaining and growing** in this area. We recognise we need a consistent and planned approach to wellbeing which will allow us to consolidate our school's programs and promote improved wellbeing for the whole school community.

Curriculum and Learning – The school actively promotes learning opportunities in many and varied ways. Curriculum

and extra-curricula activities are designed to meet the needs of the whole person. Student needs are identified, learning is differentiated and adjustments made to ensure learning is maximised. The school has used technology effectively to engage students in authentic learning through our innovative robotics and coding projects. We are **delivering** in this area and with the Early Action for Success program firmly entrenched in our school we are in improved position from which to really target improving student outcomes. On the evidence provided the school was deemed to be **excelling** in this area.

Assessment and Reporting – To monitor and evaluate the school’s literacy and numeracy strengths and weaknesses we are inputting data in PLAN on a 5weekly basis as a requirement of participation in the EAFS program and together with internal assessments gaining a better picture of where students are at and then planning where to take them next. We are **delivering** in this area, as we are only beginning our own learning journey in using Learning Intentions and Success Criteria to drive student improvement and to use the continuums to track student progress and to plan how to move them on. The panel deemed us to be operating at the **sustaining and growing** .

Student Performance measures– As evidenced by our SEF data and our own student growth data we are **delivering** in this area. While we believe we can attribute this to sustained implementation of early intervention programs like TEN and L3, we need to triangulate our data, using all external and internal assessment results, to plan for improvement of all students. The panel deemed us to be **sustaining and growing** in this element.

The results of this process indicated that in the School Excellence framework domain of **Teaching**...

Effective Classroom practice– As evidenced by the daily timetable, an emphasis has been placed on ensuring the classroom is a well-managed learning environment with minimal disruption to the morning to allow for a solid literacy and numeracy block. There is strong evidence to suggest that teachers want to improve their classroom practice and provide the best outcomes for their students through quality professional learning and collaborative practice. Teachers are involved in regularly looking at student performance data and reflecting on their own practice. The school is **delivering** in this area but will look to embedding a culture of continual assessment and feedback and making learning more visible in the classroom.

Data Skills and Use – We are **delivering** in the use of data to inform our practice, progress and future directions for student learning and therefore school improvement. Regular monitoring of the schools goals through the milestone document has allowed us to reflect on and evaluate our achievements and make adjustments where required. Data analysis through the EAFS program will look to strengthen the early years planning so as to improve the number of students working at or above literacy and numeracy benchmarks Year 3 and beyond.

Collaborative practice – As evidenced by the work done through the BiJOU Learning Community we are **sustaining and growing** in this area. There is evidence of strong collaborative practice within the school, within the learning community coalition and across the principal network. Explicit systems for collaboration are evident with a productive working relationship between teachers and the EAFS Instructional Leader, a beginning teacher –mentor alliance providing support and a shared planning platform, a successful learning community valued for its collegiality and a wider network where professional learning forums welcome participation and contributions from the profession. Within this collaborative environment teachers are working together to provide quality learning for students.

Learning and Development – Teachers are encouraged to reflect on their progress and actively seek professional learning to build their capacity to meet the needs of the learner. The CESE What Works Best document highlights what we need to do and we have taken been active in targeting wellbeing, using data to inform practice and collaborating with others in order to improve student outcomes. Teachers actively share their learning from professional development with others, it is an expectation that they do so. We are **sustaining and growing** in this area but know there is more work to be done in using feedback and promoting an environment where high expectations are strived for. In this element the panel recommended that the school was **excelling**.

Professional Standards – At Urana Public School teachers take responsibility for their professional practice. Their PDP’s are aligned to the teaching standards as well as the school’s strategic directions. We are committed to the capacity building of all staff. The school has a strong culture of supporting teachers in growing professionally, facilitating their growth by promoting professional dialogue, collaborative practice, school visits, professional learning and mentoring. We are **delivering** in this area.

The results of this process indicated in the School Excellence framework domain of **Leading**...

Leadership – The school actively seeks feedback from students and parents and throughout the year TTfM, KidsMatter and various student surveys are conducted. We have started consultation for the next school planning cycle to ascertain what parents see as important school programs and what qualities they want their children to possess. Parents are open to providing feedback and snapshots of that feedback indicate they view the school in a positive light. The school has developed strong links and enjoys productive relationships with community and interagency groups. We have a well-recognised transition to school program that immerses the young students in literacy and numeracy activities in readiness for starting school. We also promote transition activities for our Year 6 students as they move out of the comfort of their local primary school. The learning community has also fostered relationships between local schools to run engaging activities like robotics and coding, STEAM Camp, and STEM Challenge Days which allowed students to

develop their social skills and problem solving skills through group activities. We consider ourselves to be **delivering** in this area and recognize that building strong links with our families, the community and support services is essential for our school's improvement.

School Planning, Implementation and Reporting – By actively seeking feedback from our stakeholders there is a clear understanding that we value their input and that we are striving for continuous improvement. Evaluation is part of every program, project or professional learning event we conduct, it is important as it drives future planning. The current school plan was discussed, developed and revised by the school with input from the parent body. The milestones provide checkpoints in the planning and evaluative process and flexibility for re-direction to meet changing needs. The next planning process is underway with parent input invited as part of mid-year parent teacher interview processes. We are **delivering** in this area and are keen to ensure we get parents involved in this process with clear and purposeful communication. The panel deemed we were **excelling** in this element.

School Resources – We are **sustaining and growing** in this area. We were a '229 school' and have enjoyed the benefits of applying RAM funding with a 'local schools, local decisions' mindset for the past four years. We have been able to maximise the benefits of staffing the school by applying Clause 7.2 of the Rural and Remote Blueprint and converted an unfilled vacancy to a permanent position. With a small staffing entitlement we currently contribute money from our 'operational bucket' to have a second teacher in the school full time in order to alleviate the shortage of casual relief available. Our physical resources were maintained to a high level as funds were spent on the maintenance and upkeep of the main building, a building of historical significance in Urana. Our commitment to innovation is evident with all students having 1:1 laptops and iPads for daily use and an extensive robotics resource collection enabling this emerging technology to be hands on for small group challenge based learning. These resources are then shared across the schools of the learning community. All learning spaces are motivating environments with an element of the flexible learning concept that fits with student choice about how they learn best. The local pre-school is utilising our bus on a weekly basis to transport pre-schoolers from out-lying areas so they can access early education. The pre-school Director has also initiated fortnightly visits for these little people to our school to utilise our library resources and our playground. The panel's recommendation was that the school was **excelling** in this area.

Management Practices and Processes – The school regularly and actively collects and seeks feedback through annual and TtM/KidsMatter surveys, parent-teacher events, P&C forums and program/project evaluations. We communicate effectively with the school community by maintaining an up to date website, current photo galleries, a fortnightly newsletter, a monthly federation Council- Urana newsletter and use an SMS service for point in time contact in regard to school activities and student progress. We are **delivering** in this area as we strive to find the most effective way to communicate with our families. Our self-assessment and external validation process will further assist the school to refine its strategic directions and lead to further improvements in the delivery of education for the students of UPS.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 kind and empathetic learners.

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)	Funds Expended (Resources)	Progress achieved this year
Personalised Learning and Behaviour Plans written for all students	L3 training \$2500 EAfS IL PD school contribution \$1000 Fast ForWord \$8700	Small student numbers meant learning could be individualised and participation in EAfS Phase 2 saw intervention for the younger students, particularly those targeted. Staff were supported to build their skills through access to quality PD
All students show a demonstrated measurable improvement in behaviour, attendance and social and leadership choices.	\$500 PD (staffing) \$5750 Blueearth	Nil suspensions Full participation in school activities – sporting, cultural, community events Attendance at or above state average

Next Steps

Explore expanded learning opportunities with a wellbeing focus to raise awareness of social issues, foster parental engagement in order to develop a strengthened support network for students and their families.

Implementation of a new social and emotional (SEL) wellbeing program

Utilization of Student Wellbeing Officer Program funds to increase chaplaincy hours

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 successful. 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)	Funds Expended (Resources)	Progress achieved this year
Students are collaborative, creative and productive users of technology and confident communicators using technology	\$1000 robotics, technology \$300 – STEAM Camp	Students demonstrated engagement, learning growth and success in the robotics program Our mentors evaluated our continuing journey and report on our use of technology for 'real purpose'
External and school based data shows learning growth for all students in the areas of literacy and numeracy. targeted 'middle' students in Years 2, 4 and 6 demonstrate shift along the continuums	\$450 ACER subscription	Data reflected in NAPLAN, PAT R (Comprehension), PAT Maths and FFW indicates growth for individual students L3 assessment measures reflect improved outcomes for targeted students in the early years

Next Steps

Build teacher capacity to use Learning Intentions and Success Criteria to make learning visible

Use data effectively to design interventions with a short focus ie 5 weeks

For teachers and students to demonstrate creative use of technology with embedded practice across all KLAS

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. 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)	Funds Expended (Resources)	Progress achieved this year
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 .	\$2500 top up robotics resources \$300 STEAM Camp \$1200 eLearning mentor fee	BiJOU LC staff feedback overwhelming positive Successful application in Round 2 Digital Literacy School Grants \$20K drives planning for next planning cycle
Attainment by all teachers of their identified performance and development goals and ensuring they meet the Australian Professional Standards for Teachers	PD \$1500 (staffing) Beg. Teacher funding \$10200	Created a level of support with mentoring and coaching for beginning teachers Ensured the delivery of and access to quality PD that met the needs of the staff to improve the student outcomes

Next Steps

To build leadership capacity of the staff of the learning community in order for it to be sustainable into the future

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$250 NAIDOC Day contribution \$400 resources	The school participated in a network NAIDOC Day hosted by Jerilderie PS developing a deeper understanding of Indigenous culture
Low level adjustment for disability	\$5404 flexible funding FFW .2 FTE staffing	Programs were utilised to support identified students ie FFW, students showed significant growth in reading levels Funds contributed to schools capacity to employ a fulltime teacher releasing principal to work with groups of students on identified target areas
Quality Teaching, Successful Students (QTSS)	\$2031 (.02 FTE) funding	Beginning teacher supported to collaborate with teachers in other settings and to be released to make school visits to observe best practice
Socio-economic background	\$10000 (0.1FTE) plus operational funds \$1000 supports camps and performances \$2000 subsidisation of major excursion	Participate in Aspire Me drama, technology camps and bi-annual MusicaViva performance, live performance of Room on a Broom Subsidised the major excursion to Ballarat for Yr4-6 students
Support for beginning teachers	\$13600 beginning teacher support funding	Beginning teacher received additional support. release was provided to work with mentor, collaboratively plan and pursue professional learning opportunities
Chapliancy Program	\$4400 additional funding	To maintain the service at current levels school funds were contributed. The chaplain is an integral part of our school, taking a role in the wellbeing of students, staff and families.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	17	15	12	8
Girls	13	13	7	5

Enrolments from 2014 have declined with reduced employment opportunities in the area, changing demographics and rural decline. After local government reforms took place student numbers took a marked downward trend. The bus service provided by the Ministry of Transport to bus secondary students to Oaklands and Lockhart is attracting primary students away from their local school and this is also impacting numbers significantly.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94	86.5	99.4	
1	93.1	95.3	86.9	
2	95.2	95.3	90.7	88.5
3	90.4	87.5	96.4	97.2
4	94.1	93.1	92.7	96.8
5	89.1	94.8	89.4	90
6	97.7	86.8	93	95
All Years	93.1	91.4	92.2	92.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	
1	94.7	93.8	93.9	
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.8

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 newsletter reinforcing 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
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.25
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.75
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2017, no members of the workforce identify as being of Aboriginal or Torres Islander descent.

In addition to the above staffing entitlement allocated by the Department of Education, the school also utilized 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 2017. The program operated on a weekly basis and was 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	0

Professional learning and teacher accreditation

All teaching and support staff at Urana Public School participated in a number of professional learning events designed to build their capacity to achieve some of the key priorities as set out in their individual Performance Development Plans and the school plan.

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

Urana had one temporary beginning teacher working towards gaining accreditation.

School Development Days (SDD)

Term 1 SDD focused on completing mandatory training in Code of Conduct, Fraud and Corruption and the Child Protection Update. As a combined BiJOU staff 2017 events were planning for an innovative robotics and coding program.

The Term 2 SDD provided an opportunity to collaboratively work on the development of a scope and sequence for English. The CESE publication What Works Best Reflection Guide promoted robust discussion and informed planning for the remainder of the year. Staff also participated in a Bluearth session targeting their own wellbeing.

Term 3 SDD provided an opportunity to go over the LMBR systems currently being implemented in all schools with members of the local deployment team. The English Scope and Sequence was revisited and quality texts were looked at. Staff used the Wellbeing Framework Self-Assessment Tool to audit school practices and effectiveness of school programs.

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 4:00–7:00pm. 11 schools with 70–80 staff participated in these sessions. The training is not mandatory but all staff appreciate the efforts 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 commenced L3 training with the support of the Early Action for Success Instructional Leader, Literacy and Numeracy. The IL also provided network professional learning days to focus on literacy and numeracy. The principal attended the EAFS Network meetings each term to hear about literacy and numeracy developments from department representatives. The principal also attended a two day Numeracy professional learning event exploring numeracy through a TEN Boot Camp. The focus was on developing number sense in order to promote mathematical success through mental flexibility with numbers.

Staff also participated in Trauma professional learning to gain a deeper understanding of how exposure to trauma presents in student behaviour and how that knowledge informs our teaching practice for those students.

Michelle Meracis continued her visits to the learning community schools to work with students and staff on robotics and coding.

The principal attended Deniliquin Principal Network meetings with discussions around Premier's Priorities, External Validation, new school planning cycle and other items pertinent to the department's ongoing reforms. The principal also attended the Primary Principals' Association Start-Up Conference, Riverina Primary Principals Conference and NSWPPA State Conference in the capacity of President of the local Deniliquin Primary Principals Association.

The School Administrative Manager worked in the local LMBR deployment team for Terms 2 and 3 to lead and prepare the schools of the Deniliquin network to transition to the new learning and management system. This provided the SAM with a valuable professional learning opportunity.

In 2017 an average of \$1600 per staff member was spent on professional learning to support the achievement of the school's strategic directions.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	138,850
Revenue	602,512
Appropriation	587,584
Sale of Goods and Services	2,194
Grants and Contributions	11,357
Gain and Loss	0
Other Revenue	0
Investment Income	1,377
Expenses	-618,597
Recurrent Expenses	-618,597
Employee Related	-492,576
Operating Expenses	-126,021
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-16,085
Balance Carried Forward	122,765

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

A full copy of the school's 2017 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.

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 and supporting student involvement in extra curricula programs.

In 2017 extra funds were allocated to employing a second classroom teacher on a full time basis.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	326,695
Base Per Capita	2,904
Base Location	20,900
Other Base	302,891
Equity Total	57,038
Equity Aboriginal	0
Equity Socio economic	31,319
Equity Language	0
Equity Disability	25,719
Targeted Total	0
Other Total	132,470
Grand Total	516,203

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the **Premier's Priorities: Improving education results**, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. The small numbers undertaking the tests in 2017 prevent

comment on the percentages due to privacy of the students however, overall student performances and individual growth were very positive.

Parent/caregiver, student, teacher satisfaction

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

Students from Years 4–6 participated in the Tell Them from me surveys in 2017. The survey measures 20 indicators based on the most recent research on school and classroom. Students reported strongly in the areas of:

- Effort
- Expectations for success
- Being interested and motivated
- Having positive relationships
- Positive student–teacher relationships
- Relevance
- Rigor
- Valuing school 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

Staff

Staff completed an internal survey and report that supporting student mental health and wellbeing is central to what we do and that they are keen to learn more about how to support the students in their care by undertaking professional learning to build their knowledge. Staff also reported an overwhelmingly positive response as to the value of the learning community.

Parents

Surveys showed the parents valued all we do and that they have aspirations of their children becoming independent learners with a growth mindset.

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 2017 classroom teaching and learning programs were complemented by a NAIDOC Day commemorated with local schools at Jerilderie Public School. Students joined with their peers for a journey into Indigenous history and culture through art, dance, storytelling,

nature and sport. This activity promoted reconciliation, racial tolerance and cultural understanding.

Multicultural and anti-racism education

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

Harmony Day is celebrated with a day of activities promoting belonging and building a deeper knowledge of diversity and inclusivity. Students wear orange and share international dishes for lunch.

Other school programs

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. The students joined in many group activities with the residents including Footy Colours Day, Truck Show and Christmas.

CESE Case Study of Educational Networks

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 completed a second extensive interview about our continuing journey in 2017 results of which will be published in the final report of the implementation of the Rural and Remote Blueprint in 2018.

Canberra

This year the students from Y4–6 joined with Savernake, Oaklands and St Francis to travel with Away We Go Tours to Canberra in October. This is valuable excursion taking the students to the heart of democracy in this country. The visit to Parliament House was a highlight as was the local minister Sussan Ley coming out of question time to meet with the students. The Australian War Memorial was another highlight, capturing the students' imagination and making Australia's war history very real.

STEAM Camp

Year 4 students participated in the inaugural STEAM Camp at Berrigan in 2017. Students explored robotics and coding through science, technology, english, art and maths activities. This collaborative event utilized the expertise of passionate and interested mentors to inspire students using emerging technologies.

Robotics and Coding

Yr4–6 students from across the learning community were involved in an innovative project which saw them learn to build and program a range of robots in both the physical and virtual world. The students came together on a fortnightly basis to work collaboratively on tasks and in the alternate week they used Google Classroom to demonstrate their evidence of learning. This project was a very powerful learning opportunity, the students were hooked!

Sport

On the sporting arena the sportsmanship, endeavour and initiative were displayed by all students. There were valuable lessons to be learnt about encouraging others 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 of 2017, who made the most of the opportunities to make their mark in many different ways – to be the best they could be and have a go!

To learn more about Urana Public School and the many opportunities it offers its students please follow the link to its website and newsletters <http://www.urana-c.schools.nsw.edu.au/> and to the schools gallery of albums that showcase opportunity, endeavour and initiative.