

Urana Public School

Annual Report



2018



3314

Introduction

The Annual Report for **2018** 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

School contact details

Urana Public School
62 William Street
Urana, 2645
www.urana-c.schools.nsw.edu.au
urana-c.school@det.nsw.edu.au
6920 8005

Message from the Principal

2018 presented with a different look! I shared the principal role in one of the BiJOU Learning Community schools which then provided a leadership opportunity for a long standing teacher at our school. Even so, it was a very settled year, with its share of rich learning experiences, student growth and community engagement, a year where the school celebrated 150 years of educational delivery, a proud history since 1868 in this rural and remote space.

Public education prides itself on the delivery of education for all and the welfare of the students in its care, a tradition, a learning journey that has the threads of many generations woven into its history here in these grounds, these rooms. The schools motto '*For Joy of Knowing*' is forever etched into the way students, parents, staff and wider community went and still go about their business.

Today's students are educated in a significantly different environment to the generations that have gone before, they have countless opportunities in and out of the classroom, innovative programs and access to technology. Importantly they have community connection! The schools long and endearing relationship with the past generations, particularly the residents of Colombo Lodge, has been described by Murrumbidgee Health as 'gold dust'! We would like to think there is a little bit of magic in every school week!

We pride ourselves on innovation in education and what we have achieved in the area of robotics and coding field. Involvement in the Early Action for Success program sets our students up for literacy and numeracy success and we consider the well-being of our students to be the most important foundation we can provide. Thus, our students love being part of the UPS family!

UPS is truly a '*personalized, innovative education in a safe and supported environment*' !

Dorothy Dore

School background

School vision statement

Urana Public School is an inclusive, personalized and innovative learning environment with authentic experiences through real world connections.

This is achieved through the delivery of high quality education driven by explicit teaching, high expectations, evidence-based programs and a collaborative approach which results in a dynamic classroom with engaged learners who reach their full potential.

We work together to create a positive school culture and foster valuable connections where the whole community can connect, succeed and thrive.

School context

Urana Public School is located in the Riverina region, central to Wagga Wagga, Albury, Deniliquin and Griffith. The school caters for eight students K–6 in a rural setting. Typically it has a strong history of educational delivery for students from Urana and surrounds, and in 2018 celebrated 150 years of the provision of a quality education. The school is supported by a community from diverse 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.

The school is an Early Action for Success (EAfS) school and has the support of an Instructional Leader, Literacy and Numeracy to support the implementation of quality early intervention literacy and numeracy programs such as Language Literacy and Learning (L3) and Targeting Early Numeracy (TEN) supported by Taking Off With Numeracy (TOWN) and Focus on Reading (FoR). These programs drive the quest for literacy and numeracy growth for all students.

Urana PS is a founding member of the well recognised and highly valued BiJOU Learning Community, Berrigan and Jerilderie are our partners. The learning community provides a vehicle to develop teachers' capacity to meet the literacy and numeracy needs of all students. as well as design innovative projects utilizing emerging technologies.

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.

In the **Learning** area we continue to have a strong focus on wellbeing as it underpins the students' ability to maximise their learning. The success of our chaplaincy program, resilience program BOUNCE BACK, strong interagency partnerships and community engagement ensures we build a strong foundation for our students to take on their life-long learning journey. The school has a strong learning culture, learning is valued and there are positive relationships between peers, teachers and community groups. A real sense of belonging is evident. Involvement in the Early Access for Success program with support provided by the Instructional Leader has resulted in building staff capacity to improve student outcomes in literacy and numeracy. Our value added results Year 3 to year 5 are consistently above the state average.

In the area of **Teaching** we have a strong focus on improving classroom practice through quality professional learning and collaborative practices. We have learned to use data more effectively to guide the 'where to next', particularly to support intervention for targeted students. Authentic real world learning experiences are actively sought and embedded in teaching and learning programs where possible and technology utilised creatively, giving students choice about how they wish to demonstrate their learning. It is recognized that school visits, collegial planning and belonging to a learning community are very necessary when teaching in a small school, you need to see what others do to know what is possible.

In the **Leading** area we have a strong record of planning, implementation and reporting and for using school resources efficiently. The school actively pursues continuous improvement and is eager to gather feedback from all stakeholders to inform the planning process. We consider it important to maintain up to date resources so we ensure the students have access to rich texts, current technology, robots, sporting programs and excursion opportunities. The principal takes a leadership role in the learning community and actively drives learning opportunities for our students.

Our self-assessment 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

Connections

Purpose

To encourage a cohesive education community, to promote community engagement and the development of positive and respectful relationships that support student wellbeing and learning and result in motivated students who seek continual self-improvement.

Overall summary of progress

The BiJOU learning Community was successful in its application for a Digital Literacy Schools Grant, one of 50 projects selected from 1750 applications! Staff participated in registered courses in Sphero and WeDo 2.0 to build skills, knowledge and confidence in order to move towards integration of digital technologies across all KLAs. The EdeTECH Conference, the largest conference of its type in the southern hemisphere reinforced that digital technologies are but the tools and the pedagogy must drive their use/application. Staff wrote their PDP goals to the school plan and used the PD opportunities created as evidence. School resources were utilized to ensure all students could participate in all school activities, inside and outside of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An explicit system of collaboration and feedback against the Australian Teaching Standards exists to drive individual performance of staff. Staff demonstrate growth against the standards.	Staff PD – \$2500	Ensured the delivery of and access to quality PD that met the needs of the staff to improve student outcomes
Staff are fully engaged in learning partnerships that fuel innovation and informed exploration of new pedagogies in relation to emerging technologies supported by quality professional learning opportunities to grow their professional self.	Connected Learning Forums – \$180 EduTECH Conference – \$600 BiJOU LC PD sessions – registered courses	All staff participated in forum sessions and LC registered courses in Sphero and Scratch Jnr. A skills audit pre and post sessions reflected increased confidence
Engagement and attainment is evident across the school/schools, students are positively involved in school and community activities.	Blueearth – \$5750 Colombo Lodge activities – \$500 Drama Camp – \$150 Stewart House – \$500	Feedback from Murrumbidgee Health indicates the regard in which the Colombo Lodge visits are held, it is likened to 'gold dust'! The worth of the program is calculated in the amount of joy experienced by both the residents and the students on a weekly basis. Observations of students indicates they are self regulating their own behaviour and 'self umpiring' and acting on the feedback of others.

Next Steps

Embedding emerging technologies in teaching and learning programs across all KLAs

All staff have a professional learning plan linked to achieving school's strategic directions and improving student outcomes

Strategic Direction 2

Engaged Learners

Purpose

To improve student learning and outcomes across all curriculum areas through the development and delivery of consistent high quality collaborative reflective teaching practice using quality evidence to inform teaching practice utilising innovative and engaging programs.

Overall summary of progress

It is an expectation of involvement in the Early Action for Success program that staff engage with the learning progressions and PLAN2 to make routine and regular data entry. Staff are doing this and using the data to inform their teaching practice. Creative and collaborative use of digital technologies is evident and a willingness to explore design thinking as being integral to a successful implementation of the Science and technology syllabus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students to demonstrate improved literacy and numeracy capabilities as evidenced by continued progress against the Literacy and Numeracy Learning Progressions and proficiency in line with the Premier's Priorities.	L3 Kinder PD – \$5000 relief Effective Reading PD – \$1000 IL PD support – \$1000	Staff are routinely using the tools ie progressions, PLAN2 etc to map student progress and plan for the 'where to next'. Staff have made a judgement and investigated further in order to meet the learners needs by adapting approach to spelling and integrating synthetic phonics across the school. NAPLAN results were pleasing with individual growth for all students. The value added results Yr3 to Yr5 remain above the state average.
The 21st century learning skills and attributes of critical and creative thinking, collaboration and inquiry are evident in all teaching programs.	Design Thinking PD – \$250 course, \$500 relief Michelle Meracis (eTrain) – \$900	Staff and student behaviours indicate increased self confidence when using a range of robotics and coding applications. A bank of lesson plans have been developed for embedding emerging technologies across all KLAs. An extensive resource bank has been developed allowing for a range of robots to be utilized across the stages. Staff have observed best practice design thinking in the classroom and attended a Design Thinking course in order to effectively implement the new Science and technology syllabus.

Next Steps

Staff to participate in L3 Stage 1 and ongoing PD for L3 Kinder

Staff to expand their use of the Literacy and Numeracy progressions/PLAN2 to track student capabilities and use the tools to inform their teaching

Staff to embed the use of emerging technologies across all KLAs

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	no SBAR allocation in 2018, school funds were allocated to support these initiatives	Students and staff participated in a number of rich learning experiences to deepen knowledge and broaden their understanding of Indigenous Australia – David Dunne botanical drawing workshop, Wirramunna EEC visit, Cultural Infusion event
Low level adjustment for disability	.10 staffing \$10411 OT/Speech \$2669	The engagement of external agencies to support the students has been successful in improving student outcomes – improved articulation, core strength, investigating further interventions. The staffing component allowed staff trained in L3 to deliver targeted lessons for Kinder students who came to school with only emerging skills.
Socio–economic background	.10 staffing \$10411 Music resources \$600 iPads – \$6000 Excursions– \$1500	Students were supported to be able to participate in worthwhile educational experiences. The iPads are not in use at present. The school is investigating changing from Configurator 2 to ZuluDesk as a technology management system. The students involvement in a novel music program experiencing different music making was invaluable and gave them a way of expressing themselves.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	15	12	8	5
Girls	13	7	5	3

Enrolments have steadily declined since 2015 with reduced employment opportunities in the area, changing demographics and rural decline. After local government reforms took place there has been 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	2015	2016	2017	2018
K	86.5	99.4		91.9
1	95.3	86.9		
2	95.3	90.7	88.5	100
3	87.5	96.4	97.2	92.5
4	93.1	92.7	96.8	91
5	94.8	89.4	90	95.8
6	86.8	93	95	83.2
All Years	91.4	92.2	92.6	92
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4		93.8
1	93.8	93.9		
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.8	93.4

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 in the school newsletter about the relationship between student achievement and attendance, 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 and alerts the principal to intervene if necessary. The HSLO has access to school attendance data in ebs4 and can monitor attendance patterns remotely.

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.75

*Full Time Equivalent

The Australian Education Regulation Act 2014, requires schools to report on the Aboriginal composition of their workforce. In 2018, no members of the workforce identify as being Aboriginal or of Torres Strait 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 at the school.

The National School Chaplaincy Program continued in 2018. 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 built their skills and knowledge in nominated mandatory areas.

School Development Days (SDDs)

Term 1 SDD focused on school planning and informing the new planning cycle. We tuned into DoE Secretary Mark Scott's launch of the state plan and had discussions about how our school plans linked to the state plan. Code of Conduct and the Child Protection Update 2018 were presented. Our successful application for the Digital Literacy Schools grant was discussed and preliminary planning was initiated.

Term 2 SDD provided a further opportunity to work collaboratively on the English Scope and Sequence and to look at lesson designs for integrating Spheros into teaching and learning programs. Megan Baker, Deni Sth, shared her schools Second Step journey supported by the JPS successful implementation. Our schools Bluearth coach also ran a staff wellbeing session. The day also gave us an opportunity to cover BiJOU LC business.

The Term 3 SDD covered Learning Progressions and some micro-sessions delivered by staff around Yr3–6 Writing, Effective Reading, Number Sense and PLAN2. This allowed for staff to share knowledge gained from individual PD opportunities. Staff completed the second part of a registered course on Sphero robots. Administrative and support staff covered the ESA *Communication – Students as Clients* module.

In lieu of the Term 4 end of year days, all teaching and support staff attended the Term 2 and Term 3 Connected Learning Forums: a 3 hour event held from 4:00–7:00pm. 12 schools with 60 staff participated in these sessions. The training is not mandatory but all staff appreciate the efforts of the BiJOU LC in building such an event. The afternoon/evenings provide quality professional learning and an opportunity to learn from colleagues.

Other learning undertaken included:

Staff commenced L3 Kinder training with the support of the Early Action for Success Instructional Leader. The IL also provided professional learning days to focus on literacy and numeracy.

Michelle Meracis continued her visits to the learning community to work with students and staff on embedding technology into classroom practice and design thinking.

The principal attended network meetings, learning community meetings, hub meetings and Deniliquin PPA meetings etc. The principal also attended the Wagga PPC Start Up Conference, the Riverina PPC Annual Conference and the NSWPPA State Conference in the capacity of President of the local Deniliquin Primary Principals Association. EduTECH showcased emerging technology and its practical application in supporting learning, engaging students and its capacity to improve student outcomes.

The School Administrative Manager attended the state conference, it proved a valuable opportunity to network with others from around the state.

The EAfS Instructional Leader was supported in her role of building the capacity of teachers to improve literacy and numeracy outcomes for students by participating in the Building Numeracy Leadership (BNL) project. The knowledge gained and shared through this project has changed teacher practice immeasurably and livened up the teaching of maths in the classroom.

In 2018 \$5000 was spent on professional learning to support the achievement of the school's strategic directions – *Connections* and *Engaged Learners*.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	122,765
Revenue	559,825
Appropriation	532,938
Sale of Goods and Services	806
Grants and Contributions	24,397
Gain and Loss	0
Other Revenue	0
Investment Income	1,683
Expenses	-523,666
Recurrent Expenses	-523,666
Employee Related	-436,146
Operating Expenses	-87,520
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	36,158
Balance Carried Forward	158,923

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 2018 financial statement is tabled at the annual general meeting of the parent and/or community groups. Further details regarding 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 activities.

UPS held the Digital Literacy School Grant funds on behalf of the BiJOU Learning Community and over the course of the year the \$19991 grant money was expended on robotics resources, iPads and professional learning to support the digital literacy program across the three learning community schools.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	337,135
Base Per Capita	2,514
Base Location	18,810
Other Base	315,811
Equity Total	31,598
Equity Aboriginal	0
Equity Socio economic	18,518
Equity Language	0
Equity Disability	13,080
Targeted Total	0
Other Total	138,711
Grand Total	507,445

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The small numbers undertaking the literacy tests in

2018 prevent comment on the percentages due to privacy of the students however overall student performances and individual student growth were very positive.

much' You are making a significant impact in the lives of our precious elderly residents.'

The small number of students undertaking the numeracy tests in 2018 prevents comment on the percentages due to privacy of the students however overall student performances and individual student growth were very positive.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes*, schools are required to report on their student performance for the top two NAPLAN bands in literacy and numeracy. The small numbers undertaking the tests in 2018 prevent comment on the percentages due to privacy of the students however overall student performances and individual student growth were very positive. In 2018 UPS undertook the tests online for the first time.

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.

The students didn't participate in the Tell Them from Me surveys in 2018 due to the small school numbers Year 4–Year 6. Internal surveys reflect that students love coming to school, they enjoy playing with their friends and the learning experiences offered at school. They can articulate their strengths as learners and identify areas they need to work on.

The parent surveys indicate they value what we do, the educational opportunities and experiences we offer and the support we provide for their children and the family unit.

Staff share the same passion for the workplace and those in it, driven by the desire to be here for the students and to make a difference.

Murrumbidgee Health's feedback says, *'Your visits and interactions are 'gold dust' and we appreciate them very*

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 2018 classroom teaching and learning programs were complemented by a Cultural Infusion day with local schools – Jerilderie PS, Savernake PS, Berrigan PS and St Francis Xavier joined with us for a journey into Indigenous culture through art, dance and story-telling. Local Aboriginal artist, David Dunne, conducted a botanical drawing workshop with the students and later in the year he presented the school with a unique Welcome to Country plaque incorporating some of the students artwork. Students and staff visited Wirramunna Environmental Education Centre to look at bush tucker, Aboriginal artefacts and the local flora and fauna.

These activities promoted reconciliation, racial tolerance and a deeper understanding of Indigenous culture.



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 K–6.

Harmony Day is celebrated with a day of activities promoting belonging and building deeper knowledge of diversity and inclusivity. Students also joined with the residents of Colombo Lodge for an *India Day*.

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, India Day, High Tea, Easter and Christmas. When the school celebrated Book Week, some of the residents joined us for a sausage sizzle, the book character parade and a tour of the classroom.

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, results of which will be published in the final report of the implementation of the Rural and Remote Blueprint in early 2019.

Narrabeen

This year the students from Y4–6 joined with Savernake and Oaklands to travel to Narrabeen in October. This is valuable excursion was to a DoE Sport and Recreation facility. Over the week the students' physical abilities and mental strength were put to the test. They participated in climbing a 10m rock wall, water activities and archery whilst there.

STEAM Camp

Year 4 students participated in the second STEAM Camp at Berrigan in 2018. 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 – the BiJOU Learning Community Robotics Challenge. Over three days and in four schools, students competed in challenges – EV3 King of the Mountain and WeDo 2.0 Sumo Match. This project was a very powerful learning opportunity, the students were hooked! It was a great way to encourage and reward creative and original thought!

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!

Sporting Schools funding allowed us to offer a gymnastics program and a bike riding/safety program. In this way we can broaden the students' physical skills. We entered our second year with the Blueearth program whose mantra is to improve the health and well-being of Australian children by making movement a part of everyday life. Coach, Drew Barnes, comes on a fortnightly basis, and encourages students to self regulate their behaviour and to be conscious of how we approach our interactions with others, all while participating in some great games.

I am very proud of the student cohort of 2018, 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 school's gallery of albums that showcase opportunity, endeavour and initiative.