School context

Established in 1895, Uki Public School is nestled in the heart of Uki village at the base of Mt Warning, 10 minutes south of Murwillumbah, in the Far North Coast of NSW. We are a friendly, community-focused school that encourages each student to grow in a supportive, caring and challenging environment. Surrounded by rainforests and beautiful playgrounds, our classrooms are modern and well resourced. Dedicated staff members provide a supportive, safe and stimulating environment, sensitive to the needs of the individual, promoting the values that underpin society today. Academic programs are enhanced with strong creative arts programs, including music, art and dance. Inclusive practices provide our students with many opportunities to strive to achieve their personal best, including participation in competitive sports, public speaking and debating programs. Students access the latest in learning technologies, with cutting edge facilities and resources being utilised in classrooms daily.

Uki Public School is well supported by an active, interested and culturally diverse community, committed to providing the best for our students.

Principal’s message

A great school community spirit helped the students and staff move into the new school year, which became another very busy year for all staff, students and community members involved in the day to day organisation of our small rural school. Uki Public School is a small school with big ideas. We were kept busy throughout the year on many projects that were both fun and exciting.

This report focuses on our many achievements as well as providing direction for the year ahead. The level of student achievement in academic, sporting, cultural and performing arts areas is a testament to the support and commitment from staff and community members. The dedicated efforts of teaching and non-teaching staff, school volunteers and parents who provide a warm and supportive environment in which students can grow with confidence, is what pushes them to do more and be better. I salute the efforts of all members of our team who are involved.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Congratulations to every member of our learning community.

Jeff Robinson - Principal

P&C message

2013 was another very successful year for students at Uki School with the dedication, commitment and passion of outstanding teaching staff, eager P&C members and committees, including OOSH, parents, family and community members. A continuing focus has been to maintain Uki School’s standards of excellence in education, sport, music and art. Our volunteers are amazing with the energy they contribute throughout the many projects and tasks they take on.

I am a very proud Uki School parent. I get to work alongside my other committee members, parents, teachers, students and community members who have so many differing dynamics that work well together, achieving great results that enhance the quality of education and life skills for our students.

Sonya Dusi - P&C President
Student representative’s message

It was a pleasure to be chosen as leaders for 2013. It was great fun to meet new people, develop public speaking skills and take part in the many events that Uki PS was able to offer.

As leaders, we tried to be good role models, use our best manners, listen to others, work hard and be trustworthy school citizens. We especially enjoyed the opportunity that this responsibility has given us. Most of all, we wanted to represent our school with pride and to show the community what a wonderful school we have been a part of here at Uki Public School.

Aditi Walker Blatch & Bailey Foster - Captains

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>GENDER</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>70</td>
<td>54</td>
<td>42</td>
<td>38</td>
<td>42</td>
</tr>
<tr>
<td>Female</td>
<td>64</td>
<td>58</td>
<td>57</td>
<td>62</td>
<td>66</td>
</tr>
<tr>
<td>Total</td>
<td>134</td>
<td>112</td>
<td>99</td>
<td>100</td>
<td>108</td>
</tr>
</tbody>
</table>

Our enrolment figures continue to fluctuate a little with families moving in and out of the Uki area. At the end of 2013, our student enrolment had reached 118. It is anticipated that this growth should continue in the next few years.

Student attendance profile

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.6</td>
<td>92.6</td>
<td>94.5</td>
<td>93.3</td>
<td>89.3</td>
</tr>
<tr>
<td>1</td>
<td>92.0</td>
<td>92.5</td>
<td>94.0</td>
<td>94.2</td>
<td>87.8</td>
</tr>
<tr>
<td>2</td>
<td>94.4</td>
<td>90.1</td>
<td>90.3</td>
<td>93.3</td>
<td>92.2</td>
</tr>
<tr>
<td>3</td>
<td>91.8</td>
<td>94.2</td>
<td>92.5</td>
<td>93.6</td>
<td>87.4</td>
</tr>
<tr>
<td>4</td>
<td>96.5</td>
<td>92.7</td>
<td>93.1</td>
<td>95.2</td>
<td>89.5</td>
</tr>
<tr>
<td>5</td>
<td>94.0</td>
<td>94.8</td>
<td>90.9</td>
<td>91.0</td>
<td>90.8</td>
</tr>
<tr>
<td>6</td>
<td>92.1</td>
<td>95.6</td>
<td>93.1</td>
<td>93.8</td>
<td>87.2</td>
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<tr>
<td>Total</td>
<td>93.6</td>
<td>93.4</td>
<td>92.8</td>
<td>93.6</td>
<td>89.1</td>
</tr>
</tbody>
</table>

Our attendance data has decreased due to a number of reasons involving 3 individual families who had extended periods of leave and returned much later than expected. This data was included in our return.

Management of non-attendance

The school consciously collaborates between school and home to maximise full student attendance at school. There is strong dialogue between school and home and a cultural expectation of student attendance to minimise absenteeism. Appropriate policy is followed when attendance issues arise. Contact with our HSLO is maintained to support the school for non-attendance with individual students.

Workforce information

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

In 2013, teaching and support positions were filled through full time and permanent part time, temporary and casual staff. At the end of 2013, a long term 0.2 permanent part time staff member retired from the library position.

Workforce composition

<table>
<thead>
<tr>
<th>POSITION</th>
<th>NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.41</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.806</td>
</tr>
<tr>
<td>Total</td>
<td>8.416</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

We currently have no indigenous staff working at Uki Public School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>QUALIFICATIONS</th>
<th>% STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>20%</td>
</tr>
</tbody>
</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>70,619.58</td>
</tr>
<tr>
<td>Global funds</td>
<td>116,495.74</td>
</tr>
<tr>
<td>Tied funds</td>
<td>62,981.17</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>42,533.76</td>
</tr>
<tr>
<td>Interest</td>
<td>2,361.39</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>21,886.28</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>31,687.92</td>
</tr>
</tbody>
</table>

Expended

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>17,692.87</td>
</tr>
<tr>
<td>Excursions</td>
<td>10,616.01</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>27,860.49</td>
</tr>
<tr>
<td>Library</td>
<td>682.60</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>698.37</td>
</tr>
<tr>
<td>Tied funds</td>
<td>48,554.43</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>14,219.15</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>47,071.78</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>23,435.64</td>
</tr>
<tr>
<td>Maintenance</td>
<td>19,766.10</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>18,645.17</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>229,242.61</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>87,635.31</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Achievements

Creative Arts

All students have had the opportunity to participate in a one hour a week art lesson with our specialist art teacher, Mrs Jenny Porter. Students created art works based on portraiture and landscape, and explored art practices relating to Abstraction, using the work of Leger, Kadinsky, and Picasso for inspiration. Many students also chose to participate in the Special Art classes that operated during Tuesday and Wednesday lunchtimes to further develop artistic skills. This proved to be a continuing popular activity for many students. All students also participated in our Pottery program with a parent volunteer in Term 4, which is always a highlight for students.

Our music program is expertly led by Mrs Vikki Armour. All students participate in weekly half hour music lessons, as well as singing and recorder lessons. All students were afforded the opportunity to participate in the Bi-Annual Tweed Small Schools Stewart House Concert, highlighting school performances from the students in our local community of small schools. Our students participated in a mass choir of all performing students, a Uki tribute to musicals and a performance from our concert band.

Uki Public School is very proud of our Concert Band and learner Bunyip Band, and our performance choir program. We are the only small school in the area with an active performance band program. Students played regularly throughout the year, with a highlight of receiving a Highly Commended citation at the Murwillumbah Performing Arts Festival. Our school choir, Uki Small Vocal Group and K-2 Action Choir all placed first at the same festival, along with many other individual successes.

A further highlight was having the opportunity for 16 of our choir members to once again perform at the Sydney Opera House as a member of a 700 strong choir at the Festival of Choral Music. This experience continues to inspire the kids to succeed and has created memories to last a lifetime.

Ten students attended the North Coast Creative Arts Camp at Lake Ainsworth to participate in music, dance, drama and art workshops to develop and refine their skills.
**Sport**

Uki Public School continues to ensure all students are provided with the opportunity to actively participate in a range of meaningful sporting activities. As educators, we firmly believe in the benefits that sport gives children, including skill development, increased personal confidence and enhanced fitness.

Four days a week, students participate in a skills and fitness session, linking fitness in with the Premier’s Sporting Challenge. K/1/2 students focus on fitness and gross motor skills, while students in Years 3/4/5/6 complete a variety of different activities revolving around gymnastics, athletics field events, dance, ball games and general fitness activities. All children also participate in a weekly sport session that often involves the skills practised during the daily skills and fitness sessions.

During 2013, the school held a cross country carnival and an athletics carnival. All students were encouraged to participate in both carnivals. Successful students at our school carnivals were offered the opportunity to represent our school at district, zone and regional carnivals.

Our standout athlete for 2013 was Bailey F who went on to represent our school and the whole of the North Coast region at the NSW State Swimming Championships at Homebush in the 13 years age 50m freestyle event. Students were also able to try out for selection in district teams for a variety of different team sports including cricket, soccer, netball, hockey, touch football and rugby league.

Throughout the year, students had an opportunity to participate in skills development clinics and gala days for rugby league, hockey, netball and AFL. These sessions concentrated on basic skill development in each respective sport and provided information for students regarding local weekend sporting opportunities. Students also participated in the Special Swimming Scheme.

**Other**

Following our own in-school public speaking competition, students who won their stage finals went on to represent our school at the Far North Coast Public Speaking Finals at Banora Point Public School. Our three finalists also had the opportunity to attend different public speaking events throughout the year.

A highlight for all students is always the excursions they are treated to. Students in Kindergarten, Year 1 and Year 2 spent a day at Currumbin Wildlife Sanctuary, while students in Years 3-6 enjoyed a two night excursion participating in team pursuits and personal challenges including the giant swing, high ropes course, the giants playground, and the crate stack at Camp Goodenough.

Book Week activities were a highlight this year, with students coming dressed in a variety of cosmic costumes for the theme “Read Across the Universe”. The P&C organized a wonderful morning tea for students and community members who came in to share in reading for the morning with students. Our library was the scene of two Book Fairs, raising much needed funds to purchase more library resources.

Community involvement continued to be a focus at Uki with community members participating in a range of school-based activities, including Open Days, Book Week, Reading Dogs, in-class helpers, and P&C activities including our Family Fun Fair.

Other programs our students participated in included Premiers Debating Challenge, Science Days, Teddy Bears Picnic, Ukitopia Festival including the Youth Festival and the Images of Uki exhibition.
Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest)
Year 5: from Band 3 (lowest) to Band 8 (highest)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy

In 2013, nineteen students in Year 3 sat the NAPLAN in literacy, which encompasses aspects of reading, writing, spelling, and grammar and punctuation.

In Year 3 reading, 73% of students were in the top three skill bands. This cohort of students finished 17.7 points above the state average.

In Year 3 writing, 53% of students were in the top three skill bands. This cohort of students finished 21.9 points below the state average.

In Year 3 spelling, 63% of students were in the top three skill bands. This cohort of students finished 24.3 points below the state average.

In Year 3 grammar and punctuation, 63% of students were in the top three skill bands. This cohort of students finished 5.8 points below the state average.
NAPLAN Year 3 - Numeracy

In 2013, nineteen students in Year 3 sat the NAPLAN in numeracy, which encompasses aspects of number, patterns and algebra, measurement, data, and space and geometry.

In Year 3 numeracy, 63% of students were in the top three skill bands. This cohort of students finished 9.2 points above the state average.

NAPLAN Year 5 - Literacy

In 2013, fifteen students in Year 5 sat the NAPLAN in literacy, which encompasses aspects of reading, writing, spelling, and grammar and punctuation.

In Year 5 reading, 87% of students were in the top three skill bands. This cohort of students finished 9.6 points above the state average.

In Year 5 spelling, 67% of students were in the top three skill bands. This cohort of students finished 17.8 points below the state average.

In Year 5 writing, 40% of students were in the top three skill bands. This cohort of students finished 8.4 points below the state average.

In Year 5 grammar and punctuation, 67% of students were in the top three skill bands. This cohort of students finished 8.2 points above the state average.
NAPLAN Year 5 - Numeracy

In 2013, fifteen students in Year 5 sat the NAPLAN in numeracy, which encompasses aspects of number, patterns and algebra, measurement, data, and space and geometry.

In Year 5 numeracy, 60% of students were in the top three skill bands. This cohort of students finished 5.3 points above the state average.

![Percentage in bands: Year 5 Numeracy](image)

**Significant programs and initiatives**

**Aboriginal education**

Uki Public School is located on the land of the Minjungbal People of the Bundjalung Nation. The school endeavours to respect and support Aboriginal people past, present and future, by offering a high level of support to all indigenous students.

Our school’s Aboriginal population accounts for 5% of the total school enrolment. Aboriginal perspectives are integrated in all classes across all Key Learning Areas, aiming to develop awareness, understanding and positive attitudes about Aboriginal culture and history.

In 2013, all students participated in NAIDOC activities and marked National Sorry Day with class discussions and an exploration of the book The Burnt Stick.

**Multicultural education**

Uki Public School has maintained its focus on multicultural education across all areas of the curriculum by providing quality teaching programs which develop necessary knowledge, skills and attitudes for a culturally diverse society. Our participation in local initiatives, including the Ukitopia Festival and the Murwillumbah Unity Festival, as well as celebrating Harmony Day, help to educate students about our cultural diversity.

**National partnership programs**

In 2011, Uki Public School became a part of the National Partnership (Low SES) program for low socio-economic school communities. We will continue to receive this Federal funding for a period of 4 years (2011-2014), with the priorities of improving literacy and numeracy outcomes for students, promoting quality teaching practices through planned Professional learning and enhancing community engagement.

Following a rigorous evaluation at the end of 2012 of current practices, future directions were mapped out and planning for 2013 took place. This year, National Partnership money was used to enhance the following programs:

- Continuation of the support of staff in the implementation and maintenance of the North Coast Mathematics Scope and Continuum. Staff participated in joint planning days where they developed lessons, activities and assessment tasks, which were shared with all staff and made readily available on the staff shared drive.

- A specialist Technology teacher was employed to further develop students skills using our computer lab and available technology resources. This year we also purchased iPad technologies and engaged an educational expert in this field who provided fortnightly professional learning for staff in the applications of the iPad. All staff reported great levels of satisfaction as a result of this initiative.

- Extra STLA time was obtained to assist in the assessment of students and the implementation of individual learning
programs to meet the needs of individual students.

- A teacher was employed to establish a Japanese languages program for one day each week for all students K-6.

- Quality teaching practices were enhanced through ongoing training and development opportunities. All teaching staff participated in a series of professional development activities aimed at the introduction and implementation of Peer Coaching practices across the school. All staff members participated in initial training, and were then released from teaching duties to work with a peer colleague and a mentor.

- Parent workshops were organised in mathematics, literacy and positive parenting programs.

- Regular communication practices between school and parents were continued with many community members indicating a great liking for the personal touch of receiving a phone call from teachers and the Principal.

In review, the National Partnerships: Low SES program has provided funding which has been an invaluable resource to our school. The teachers found the professional learning, increase in resources and time to work co-operatively, of great benefit to their teaching and ultimately to improving student engagement and outcomes. Conversations throughout the school are commonly heard where teachers are assisting each other with various strategies or sharing great websites to visit, activities to try and techniques to use.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. Evaluations were conducted in the following areas:

- Assessment Practices
- Human Society and its Environment
- Community Engagement

School planning 2012—2014: progress in 2013

School priority 1

Quality Teaching

Outcomes from 2012–2014

To enhance quality teaching practices to improve achievement in literacy and numeracy in line with school targets

Evidence of progress towards outcomes in 2013:

- Fortnightly professional learning occurred in the use of iPad technology and other ICT software and hardware. 100% of staff participated in this opportunity. Staff surveyed show excitement levels are high regarding the opportunities for use of ICT to enhance student engagement.

- Staff participated in Peer Coaching professional learning and mentoring with a colleague. Each pair worked on individual or a group task, which were regularly reported on back to the whole staff. 100% staff surveyed indicated high level of satisfaction in this activity, and positive improvement to personal teaching practices.

- TARS process provided the opportunity to collate data from discussions, showing great levels of enthusiasm amongst staff about personal journeys made in 2013 regarding their teaching practices.
Strategies to achieve these outcomes in 2014

- Maintain level of professional learning opportunities to enhance quality teaching practices.
- Use the Professional Teaching Standards as a basis for self-reflection during the annual TARS process with every member of staff.

School priority 2

Literacy and Numeracy

Outcomes from 2012–2014

To improve literacy and numeracy outcomes for all students.

Evidence of progress towards outcomes in 2013:

- Staff professional learning on the implementation of the new English Syllabus.
- Continued success with implementation of the North Coast Mathematics Scope and Continuum as evidenced by collated results.
- Extra support provisioned for students in the area of writing.

Strategies to achieve these outcomes in 2014:

- Explore the new Mathematics Syllabus document in preparation for full implementation in 2015.
- All staff participate in ongoing professional learning in the Focus on Reading: Super Six Comprehension Strategies.
- Continue to collate whole school results to determine success in literacy and numeracy results.

School priority 3

Community Engagement

Outcomes from 2012–2014

To raise and maintain expectations for learning and achievement with the whole school community.

To actively encourage community participation in all areas of learning and school life.

Evidence of progress towards outcomes in 2013:

- Very positive participation in school organized workshops for parents at the Positive Parenting Program (PPP) and Numeracy and Literacy Workshops, involving 9 community members at the PPP and 7 and the other workshops.
- 98% satisfaction rate amongst surveyed community members about the success of current communication methods between school and home.
- Record number of community members involved at our big community invitations including Senior Citizens Morning, Book Week and Education Week Open Days, and our community drumming afternoons held twice in 2013.

Strategies to achieve these outcomes in 2014:

- Continue to provide the opportunity for parents to participate in school organized workshops on topics of community choice. Source presenters for these sessions.
- Maintain current levels of communication but continue to gauge success through surveying community members about the newsletter content, the school website, email notifications and phone calls received.

School priority 4

Student Engagement

Outcomes from 2012–2014

To foster a positive learning environment to improve student engagement in all areas.

Evidence of progress towards outcomes in 2013:

- Professional learning provided to discuss differentiating the curriculum to meet individual needs of all students, including exploring different learning styles. Lots of positive feedback was received from these sessions.
- Involved the students in discussions about how things could be improved here at Uki School.
All staff motivated to engage students in the learning, facilitating the learning using ICT and other resources, rather than the provision of information.

**Strategies to achieve these outcomes in 2014:**

- All staff to participate in exploring the 21st Century Fluencies by Lee Crockett and how we can do things differently to inspire children to want to learn.
- Use available technologies with the provision of mentoring and professional learning opportunities to engage students.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school throughout the year at staff meetings and as a part of the TARS process, student forums, P&C meetings and through the use of surveys.

In all cases, all stakeholders at Uki feel the school is moving in a very positive direction. 99% of surveyed respondents indicated enjoyment of the warm and inviting culture present here at Uki PS as soon as you walk through the gates of the school.

Staff are all 100% committed to improving opportunities for students and ensuring the success of every program that is run here.

Students surveyed indicated deep satisfaction in the amount of opportunities available for them to participate in. 100% approved of the increased amount of visiting sports opportunities.

**Program evaluations**

**Background**

Students and staff engaged in a review of our Human Society and its Environment programs in 2013.

**Findings and conclusions**

Whilst there were some recommendations to come from the findings about updating the scope and sequence and ensuring resources were readily available, it is noted that there will be a new syllabus document coming out in another year or two, starting with the K-10 History and K-10 Geography Syllabus documents.

**Future directions**

We will await the release of these new documents before moving forward to enhance programming in this area. Online Adobe Connect sessions will be made available early in 2014 to discuss the new documents, which are not mandatory to implement until 2016.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Jeff Robinson - Principal
Jenny Taylor - Classroom Teacher
Jenny Barwick - Classroom Teacher
Vikki Armour - Classroom Teacher
Renee Mills - Classroom Teacher
Anthony Touzell - Classroom Teacher
Rachel Trevaskis - School Administrative Manager
Sonya Dusi - P&C President
Edna Kendrick - Community Member
Aditi Walker Blatch - School Captain

School contact information

Uki Public School
1463 Kyogle Road, Uki, NSW, 2484
Ph: 02 6679 5128
Fax: 02 6679 5448
Email: uki-p.schools@det.nsw.edu.au
Web: www.uki-p.school@det.nsw.edu.au
School Code: 3298

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: