School context statement

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

2014 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 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 2014. 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.

Bethany De Zwart and Ashton Leck - 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>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
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<tr>
<td>Female</td>
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<td>57</td>
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<td>Total</td>
<td>112</td>
<td>99</td>
<td>100</td>
<td>108</td>
<td>119</td>
</tr>
</tbody>
</table>

Our enrolment figures have continued increase over the last 3 years. At the end of 2014, our student enrolment had reached 128. It is anticipated that this growth should continue in the coming years.

Student attendance profile

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.6</td>
<td>94.5</td>
<td>93.3</td>
<td>89.3</td>
<td>88.2</td>
</tr>
<tr>
<td>1</td>
<td>92.5</td>
<td>94.0</td>
<td>94.2</td>
<td>87.8</td>
<td>93.5</td>
</tr>
<tr>
<td>2</td>
<td>90.1</td>
<td>90.3</td>
<td>93.3</td>
<td>92.2</td>
<td>94.0</td>
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<td>95.6</td>
<td>93.1</td>
<td>93.8</td>
<td>87.2</td>
<td>92.3</td>
</tr>
<tr>
<td>Total</td>
<td>93.4</td>
<td>92.8</td>
<td>93.6</td>
<td>89.1</td>
<td>92.0</td>
</tr>
</tbody>
</table>

Our attendance data has improved but is still below the state average of 94.8.

Workforce information

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

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>Assistant Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Learning and Support Teacher</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>8.231</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 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>

Professional learning and teacher accreditation

Extensive professional learning has taken place for staff at Uki PS in 2014. All staff completed mandatory training for Child Protection, CPR, Anaphylaxis and general first aid. Staff also participated in ongoing professional learning in the use of iPads and technology to enhance learning opportunities for our students. Work was done to assist with the implementation of the new NSW Mathematics Syllabus.

Professional learning was also provided on the AITSL (Australian Institute for Teaching and School Leadership) Australian Professional Standards for Teachers to provide all teaching staff an opportunity to seek accreditation if desired. During 2014, we had no permanent teaching staff seeking accreditation, with many looking into this as an option in coming years.
Financial summary

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

Date of financial summary 30/11/2014

Income
Balance brought forward 87635.31
Global funds 113244.33
Tied funds 20447.95
School & community sources 45239.47
Interest 4169.48
Trust receipts 15014.53
Canteen 0.00
Total income 469751.07

Expenditure
Teaching & learning
Key learning areas 17505.09
Excursions 14097.85
Extracurricular dissections 15996.04
Library 1931.58
Training & development 280.00
Tied funds 131582.22
Casual relief teachers 18790.03
Administration & office 43544.21
School-operated canteen 0.00
Utilities 33853.13
Maintenance 22986.53
Trust accounts 14283.05
Capital programs 0.00
Total expenditure 314849.73
Balance carried forward 154901.34

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the Uki Public School Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

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 for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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 2014, eighteen students in Year 3 sat the NAPLAN in literacy (reading, writing, spelling and grammar and punctuation).

In Year 3 reading, 72% of students were in the top three skill bands. This cohort of students finished 13.7 points above the state average.
In Year 3 writing, 83% of students were in the top three skill bands. This cohort of students finished 1.3 points above the state average.

In Year 3 spelling, 83% of students were in the top three skill bands. This cohort of students finished 17.5 points below the state average.

In Year 3 grammar and punctuation, 78% of students were in the top three skill bands. This cohort of students finished 16.9 points below the state average.

In Year 3 numeracy, 72% of students were in the top three skill bands. This cohort of students finished 21.6 points above the state average.

NAPLAN Year 3 - Numeracy

In 2014, eighteen students in Year 3 sat the NAPLAN in numeracy.

NAPLAN Year 5 - Literacy

In 2014, fourteen students in Year 5 sat the NAPLAN in literacy (reading, writing, spelling and grammar and punctuation).

In Year 5 reading, 57% of students were in the top three skill bands. This cohort of students finished 21.4 points below the state average.
In Year 5 writing, 36% of students were in the top three skill bands. This cohort of students finished 13.2 points below the state average.

In Year 5 spelling, 64% of students were in the top three skill bands. This cohort of students finished 11.5 points below the state average.

In Year 5 grammar and punctuation, 71% of students were in the top three skill bands. This cohort of students finished 17.8 points below the state average.

**NAPLAN Year 5 - Numeracy**

In 2014, fourteen students in Year 5 sat the NAPLAN in numeracy.

In Year 5 numeracy, 62% of students were in the top three skill bands. This cohort of students finished 13.3 points above the state average.

**Other 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. The year commenced with a study of work by Vincent Van Gogh and Pablo Picasso, which resulted in our own art show and competition, with judging conducted by a local art gallery curator. The focus for studies was on Still Life, Landscape, Portraiture, and semi-abstract representation, in both painting and drawing. Other work involved students explored the concept of stylising the outline of a relatively complex leaf shape in order to insert designs, created to form symbols which represent landforms. Mediums used included acrylic, wax resist, water colour, oil pastel, and ink. An ancient Greek bronze horse head was the subject of a tonal drawing, using guide lines from which to build an image using pentimenti using oil pastel and charcoal.
Many students also chose to participate in the Special Art classes that operated during Tuesday 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 Terms 2 and 3, 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 participated in our whole school musical “The Wizard of OZ”, which was the centerpiece of our Spotlight on Uki 2014 concert, showcasing music, dance and drama on the big stage at Murwillumbah High School. The concert and the show was a huge success with all students enjoying their moment in the spotlight.

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.

We had 12 students attend the North Coast Creative Arts Camp at Lake Ainsworth to participate in music, dance, drama and art workshops to develop and refine their skills. This is always a very sought after program to be involved in and we have more and more students being accepted into the program every year.

**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 using the Fundamental Movement Skills Program as the base, 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.

Every student participated in our school cross country carnival and athletics carnival. Successful students at our school carnivals were offered the opportunity to represent our school at district, zone and regional carnivals. 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.

Ella K was the standout female athlete of 2014, progressing to the regional championships for
both cross country and athletics, resulting in her being named Sports Champion (girl) for the year. Keats C was named Sports Champion (boy) following great success at both of these carnivals and his selection into the North Coast Cricket team which saw him play at the NSW State Cricket Carnival. Both Keats and Ella are outstanding athletes.

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 with specialist staff from Dorrroughby Environment Centre exploring the local creek and school environment, while students in Years 3-6 enjoyed a two night excursion to Lake Ainsworth Sport and Recreation Camp participating in team pursuits and personal challenges including the high ropes course, sailing, snorkeling, beach studies, archery and much more.

Book Week activities were a highlight this year, with students coming dressed in a variety of book character costumes for the theme ‘Connect to Reading - Reading to connect’. 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, Transition programs including our Kindergarten Transition and high school days, and our Teddy Bears Picnic.

Our environmental garden projects soared to new heights this year, with the involvement of a wonderful team of local gardening enthusiasts, expertly led by Costa Georgiadis from the ABC’s Gardening Australia program. School staff worked alongside other community members to establish a wonderful school garden as an education centre for our students in current and future years. Parent workshops were held with Costa to help pass on gardening knowledge and expertise, while these community members worked on establishing our own garden. As a result, a covered garden area including raised garden beds with education area was created, along with a small orchard area following the planting of a number of different fruit trees and the establishment of a bush tucker garden. A Gardening Club has been established with students working in the garden during the week with produce being used in the school canteen for lunches.
Significant programs and initiatives – Policy

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 6% 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. We have forged close links with local Aboriginal members including Franc Krasna to expand on understanding and knowledge. All students participate in recognition activities including National Sorry Day and NAIDOC week with class discussions and an exploration culture.

Multicultural education and anti-racism

We have maintained our 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.

We promote a culture of inclusiveness into our curriculum delivery and wider school activities. We promote the DEC core values of care, participation, respect, cooperation, excellence, responsibility, integrity, fairness, democracy, tolerance, friendship, perseverance, and courage as a part of our Values Program.

Significant programs and initiatives – Equity funding

Aboriginal background

Aboriginal equity funding was used to provide extra support for students learning, as well as the provision of some resources to enhance understanding of Aboriginal culture and connections with the local Aboriginal community.

Socio-economic background

In 2011, Uki Public School became a part of the National Partnership (Low SES) program for low socio-economic school communities. We have received 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. In 2014, the National Partnership name was abolished and changed to Equity Funding for socio-economic background under the Local Schools Local Decisions reform.

Rigorous evaluations have taken place each year of this funding, exploring current practices and future directions for subsequent years. This year, our socio-economic money was used to enhance the following programs:

- Continuation of the support of focus on mathematics, as well as the implementation of the new curriculum.
- Professional learning for staff in iPad technologies and implementing programs across the school. As a result, our school is one of the leading schools in our area in the use of this technology.
• Extra STLA time was obtained to assist in the assessment and implementation of individual learning programs to meet the needs of individual students.

• Quality teaching practices were enhanced through ongoing professional learning opportunities, including speech pathology, literacy, mathematics, technology, and peer coaching.

• Parent workshops were organised for community members to explore the teaching of mathematics and 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.

Learning and Support

As mentioned in the last point, extra time was provided using equity money to support the needs for individual and group student learning time. Our allocation for Reading Recovery saw two students receiving 1:1 support each day. Extra SLSO staff were provided to help work with teaching staff to enhance educational outcomes for all students.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

• Student, staff and community surveys

• Review of student assessment data

• Staff planning and review (TARS/EARS)

School planning 2012-2014:

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 achievement of outcomes in 2014:

• 100% of staff demonstrated increased confidence in the implementation of balanced numeracy sessions following ongoing professional learning.

• NAPLAN results for students in Years 3 and 5 show results above state average in mathematics.

• TARS process provides data to indicate a great level of satisfaction with own teaching practice and enthusiasm for working at Uki PS.

Strategies to achieve these outcomes in 2014:

• Quality professional learning experiences offered and followed up on for staff.

• Staff participated in Peer Coaching professional learning and mentoring with a colleague.

School priority 2

Literacy and Numeracy

Outcomes from 2012–2014

To improve literacy and numeracy outcomes for all students.

Evidence of achievement of outcomes in 2014:

• NAPLAN results for students in Years 3 and 5 show results above state average in mathematics.

• NAPLAN results for students in Year 3 show results above state average in reading and writing.

• Students surveyed indicated a great level of satisfaction with support they receive in curriculum areas.
Strategies to achieve these outcomes in 2014:

- Increase in Learning and Support time for students with learning needs.
- Ongoing professional learning for staff in new curriculum syllabus documents

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 achievement of outcomes in 2014:

- A very active P&C community focused on collaboration and the improvement of school outcomes for students.
- Increased number of parents involved in school activities.
- 100% satisfaction rate of surveyed parents indicating that they feel valued in the school.

Strategies to achieve these outcomes in 2014:

- Encouragement for community members to get involved in their school through print publications, online presence and word of mouth.
- Consistent communication methods.

School priority 4

Student Engagement

Outcomes from 2012–2014

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

Evidence of achievement of outcomes in 2014:

- Student attendance data shows an improvement of almost 3% from 2013.
- 100% of staff participated in peer coaching in the use of iPad technology. Staff surveyed show excitement levels are high regarding the opportunities for use of ICT to enhance student engagement.
- Inviting classroom environments.

Strategies to achieve these outcomes in 2014:

- The implementation of 21st Century Learning techniques, including participation in professional learning in this area.
- The purchasing of new furniture and equipment to enhance classrooms.

Parent/caregiver, student, and teacher satisfaction

In 2014, 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.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2, 2015.

The new plan will be based on the three main strategic areas which have been determined by our review of the 2012-2014 School Plan and other data accrued. Due consideration has also been given to the new educational reforms implemented by the NSW Department of Education and Communities and BOSTES (Board of Studies, Teaching and Educational Standards).

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
Sue O’Regan - Assistant Principal
Renee Mills - Classroom Teacher
Jenny Barwick - Classroom Teacher
Jo Spiller - Classroom Teacher
Jenny Taylor - Classroom Teacher
Anthony Touzell - Classroom Teacher
Edna Kendrick - Classroom Teacher
Rachel Trevaskis - School Administrative Manager
Sonya Dusi - Community Member
Anna Gilliland - Community Member
Bethany De Zwart - School Captain
Ashton Leck - 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: