2009 Annual School Report
Chandler Public School

NSW Public Schools – Leading the way
Our school at a glance

Chandler Public School is a small, family-oriented rural school located in an idyllic bushland setting. It is located in New England half an hour from Armidale on Waterfall Way. School programs are individually targeted to ensure that all students reach their academic, sporting and creative potential.

The dedicated, experienced teaching staff creates an environment that promotes independent learning and is focused on achieving NSW syllabi outcomes through engagement in quality learning activities.

![Bush walking in school neighbourhood](image)

Students participate in a range of additional activities including debating, public speaking, major excursions, twice weekly after-school sport, inter-school visits, Rock Band mentoring, learning musical instruments, sports coaching, regular cooking lessons and varied visiting performances.

The school is exceptionally well-resourced with an up-to-date internet access computer per student, an all-weather tennis court, fixed playground equipment, current library collection and new reading resources. Chandler students enjoy learning through mixing in a supportive social environment.

**Students**

The number of students enrolled at Chandler Public School fluctuated throughout 2009, reaching a peak of 25 in Term 2 and concluding the year with 21. There were no students in Year 6.

**Staff**

Chandler Public School is a small school, the Principal teaching the junior class and a second teacher the senior students. This was made possible through the use of library and release time and staffing supplementation. The teaching staff is supported by a part time senior administrative manager, a general assistant and a teachers’ aide.

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

**Significant programs and initiatives**

In 2009 there were a number of programs and events involving our students. Some of the major activities that involved our students were:

- Active After-school Communities program;
- Lake Keepit visit – social and physical education;
- Competitive sport activities;
- Intensive swimming program;
- Chandler School Rock Band;
- Weekly singing program; and
- Vegetable garden and cooking program.

The social and physical education visit to Lake Keepit provided a basis for cross-curricula learning.

The Active After-school Communities program sessions provided opportunities for school and community interaction.

Chandler students participated in local and district cross country, in the PSSA Small Schools Touch Football Knockout and combined sports days with Highland Community of schools.

**Student achievement in 2009**

There were no Year 3 students and five Year 5 students who completed the National Assessment in Literacy and Numeracy (NAPLAN). Due to the small student cohort the results can not be reported.

**Messages**

**Principal's message**

The Annual School Report is a summary of the school’s achievements in 2009 and provides information regarding our priorities for 2010. The dedicated staff continued their commitment to professional learning and implementation of quality innovative programs to improve the learning outcomes of our students.

Staff have actively participated in projects that have enabled them to work with and share learning with colleagues from other schools in the region, as well as ongoing professional development at school level. This has ensured the development of skills, knowledge and
understanding of curricula and current trends in teaching and learning.

Our dedicated and motivated parents/caregivers have worked tirelessly to support their children’s learning through attending parent workshops, assisting with the school’s cooking program, fundraising and supporting teachers at various activities.

Our motto, “Learning – Caring – Sharing” is encapsulated in:

- a strong connectedness between the school and the community;
- a culture that supports, nurtures and values kindness and respect of individual differences, and a commitment to and love of learning;
- practices that empower students by developing problem solving skills; and
- a commitment to the provision of a curriculum that is relevant, challenging and addresses the needs of all students.

The staff at Chandler Public School is committed to providing excellent learning opportunities across the full range of subjects and with the cooperation of the parent body, a wide range of extra-curricula activities.

I would like to take this opportunity to thank the school community for their support and commitment in 2009. I am proud and privileged to be the Principal of such a wonderful school community.

Zach at camp

Congratulations to our students for their fine achievements in the classroom, in the arts and on the sporting fields and their endeavours as students of our school and citizens of the community. This success is partly due to the hard work of the experienced teachers at the school but also reflects the strong supportive role played by all parents and the wider community.

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.

Fran Brown

Football in Armidale

P&C and/or School Council message

2009 was another successful year for the P&C. School numbers have remained steady with some families leaving and new families arriving. Funded by government grants, our school is fortunate to get a new classroom, sports shed, General Assistant’s shed, water tanks and soft fall under the playground equipment. P&C meetings were well attended and provided a good forum for discussion and decision making – thank you to those who attended. 2009 school activities saw children travel to Lake Keepit, Ebor, Bald Blair, Coffs Harbour and Armidale covering science, swimming lessons and general activities. A big thank you for the Blackwell family for donations to the school and use of the bus for events. Thank you to families for helping at fund raising events, and also the Saunders, Dyes and Williamsons for running livestock to help raise money. Thank you also to the school staff and the P&C Executive for their support during the year.

Cheers

Stu Williamson

P&C President

Student representative’s message

At Chandler Public School in Term 1 students used research and discovery skills to report verbally to our parents and the community about mini beasts. We learnt amazing facts about them. Term 1 finished with the Easter Boot parade which was a fun afternoon.

During Term 2 students attended the ANZAC Day ceremony at Hillgrove. Some students took part in the service by presenting readings. We completed a unit on Bushrangers and everyone dressed up

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and we had lots of games. We had a school dance team in the regional dance festival and performed in Tamworth.

We travelled by school bus to Lake Keepit for our school excursion. When we got there everybody was excited. During our week at Lake Keepit we were combined in groups with children from Ben Lomond. The first activity was archery. When it was dark Ben and I thought it was bed time but it wasn’t as we had night activities in the recreation hall. We went canoeing, orienteering, kayaking, damper cooking, bush walking, dancing and helped in the kitchen. My Favourite activity was low ropes.

In Term 4 Billy cart races on the sports oval and our trip to Coffs Harbour were the best events. Chandler Public School had a great year.

Joint task: Sharnie Martin, Ben Dye, Lachlan Williamson and Molly Saunders

School context

Student information

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

Student enrolment profile

During 2009 twenty five students were enrolled at Chandler. However, at the time of the class enrolment audit, Chandler Public School had a reduced enrolment from the previous year.

Student attendance profile

In 2009 student attendance was above both regional and state average.

Management of non-attendance

Newsletter articles are used to promote regular attendance and its value to the learning outcomes for students. Following any student absence parents are required to provide a note explaining that absence.
Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>K</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>K-6</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>5</td>
<td>21</td>
</tr>
</tbody>
</table>

Structure of classes
In Term 1 and 2 a Junior and Senior class structure was maintained. In Terms 3 and 4 the students were combined into one class pending the imminent removal of the demountable and to provide student learning support time.

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

Chandler Public School has one full-time teaching principal and one temporary classroom teacher. The school is also staffed with a school administration manager for three days per week.

A general assistant maintains the school grounds and buildings.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers Part-time</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher Release from Face to Face</td>
<td>0.042</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Priority School Funding Scheme</td>
<td>0.1</td>
</tr>
<tr>
<td>Smaller School Supplementation K-2</td>
<td>0.504</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>1.086</td>
</tr>
<tr>
<td>Total</td>
<td>3.0</td>
</tr>
</tbody>
</table>


Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>50</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50</td>
</tr>
</tbody>
</table>

Staff retention
In 2009 there were staff changes when the school General Assistant position vacated by Maree Moran was filled by Joe Russel and Jane Faint who had been a casual teachers’ aid for a number of years accepted a position in Armidale and was replaced by Kate McClenaghan.

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: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>68 916.89</td>
</tr>
<tr>
<td>Global funds</td>
<td>51 509.43</td>
</tr>
<tr>
<td>Tied funds</td>
<td>43 375.51</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>11 820.34</td>
</tr>
<tr>
<td>Interest</td>
<td>2 161.92</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>333.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>178 117.09</td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
- Key learning areas | 8 557.44
- Excursions       | 6 140.03
- Extracurricular dissections | 3 194.34
Library            | 560.35
Training & development | 5 988.57
Tied funds         | 70 336.08
Casual relief teachers | 3 295.79
Administration & office | 16 331.78
School-operated canteen | 0.00
Utilities         | 4 696.33
Maintenance       | 5 852.11
Trust accounts    | 333.00
Capital programs  | 11 612.73
Total expenditure  | 136 898.55
Balance carried forward | 41 218.54

A full copy of the school's 2009 financial statement is tabled at the annual general meeting of the School Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.
School performance 2009

In 2009 students enjoyed a well-rounded program of academic, sporting, performing and social activities. This contributed to a sense of school pride and respect for self and others.

Achievements

Arts

Mr David Eddy, a specialist music teacher, attends weekly our school providing group music lessons. The Chandler School Rock Band, under Mr Eddy’s direction was very well received at the Band Spectacular held at Bald Blair. Mrs Deidre Waters also provides students with choir and singing lessons. Senior students participated in the Creative Arts Festival in Armidale.

Performances and class lessons further enhanced the students’ skills development and participation.

Sport

A comprehensive range of sport programs was provided, focussing on building skills, confidence and fitness levels through enjoyable learning experiences. Interaction with students from other schools was seen as an important feature of our sporting program, particularly through the continuation of the Finlayson Cup Sports Day.

Students participated in Primary School Sport Association (PSSA) athletics, cross country, and touch football competitions with several students participating at zone level.

Professionally coached programs were offered to all children in dance and intensive swimming.

Students all participated in the Active After-school Communities program aimed at increasing fitness and developing an enjoyment of physical activity.

Other

Students enjoyed harvesting from the school vegetable garden and cooking as specific additional programs. This is seen as a valuable opportunity for parents and community members to contribute their many skills and talents to the education of the local young people. It is anticipated that this program will continue to influence the dietary habits of the students.

Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

No Year 3 student and five Year 5 students sat the National Assessment Program.

It is a requirement that the reporting of information about student achievement must be consistent with the privacy and personal information policies National Assessment Program results are unable to be reported here, as they could identify particular students.

Progress in literacy

External and classroom testing, teacher observation, student work samples and Reading Recovery assessments showed that 75% of students are working at stage appropriate levels.

Spelling and grammar assessment and student work samples indicates students have good skills in isolation but are not yet using these in their written work. Reading comprehension and fluency have been highlighted as areas for further development for the 25% of students not currently achieving stage appropriate outcomes. Learning support programs are in place for those students requiring additional assistance.

Progress in numeracy

External and classroom testing, teacher observation and student work samples indicate that 80% of students are achieving stage appropriate outcomes. The use of Count Me In Too games and individual learning through interactive computer programs has assisted to provide learning support for those students requiring additional assistance.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are unable to be reported here, as they could identify particular students.

Multicultural education

The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs that develop knowledge, skills and attitudes required for a culturally diverse society. New class room reading resources provide contemporary material for students.

Respect and responsibility

The values of respect and responsibility are the foundation of all teaching and learning activities.

In 2008 all teaching staff and those parents who attended were trained in the Restorative Practices and the school's discipline code was modified to incorporate the philosophy of restorative justice using Circle Speak. In 2009 the implementation of this program continued with students encouraged to understand and accept responsibility for their actions and the impact they have on others. The questions students are asked to reflect on are:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- What rule was broken? How can you make it better?

The school rules promote respect for our self, our peers and the school. Teachers reinforced these by developing student's self-esteem and the notion of each person being one part of a team that is part of the school and wider community.

Other programs

Student Wellbeing

Our school has the wellbeing of our students as our highest priority. The school continues to provide experiences designed to foster the development of responsible and respectful school members. Older students are provided with specific leadership opportunities.

The Chandler School Rock Band and dance group provided students with valuable experience in group cooperation with positive achievements and acclaim. Cooperative learning strategies were utilised in class lessons to develop senior students' leadership skills, group cohesion and
the development of a supportive learning environment.

Healthy eating was emphasised with a morning fruit break and the introduction of a school vegetable garden. Students are encouraged to have water available at all times so that they are well hydrated.

The school has zero tolerance toward bullying and utilised the Bullying No Way web program to support students in the development of important values such as tolerance, cooperation, honesty and resilience. Staff reported positively about the impact of these lessons.

Progress on 2009 targets

Analysis of student work samples, school assessment tasks, NAPLAN results and University of NSW competition results indicated that some student’s achieved lower than state average in literacy and numeracy. Student attendance rates for 2008 were below expectations.

Targets for 2009 focused on student academic achievement in literacy and numeracy, increased student engagement and attendance and enhanced skills in the use of information technology.

Target 1

Academic achievement: all students show growth above age appropriate learning in school based literacy; and NAPLAN results for Year 5 in Reading, Writing, Spelling, Grammar and Punctuation place 2 students in bands 7 or 8 and 2 students in bands 4 to 6.

Our achievements include:

Training for teachers in Accelerated Literacy and consultancy support for the implementation of Accelerated Literacy program;

An increase in teaching time focused on students’ writing has improved student engagement;

Students’ published work is displayed in the classroom; and

Students’ growth in skills in literacy was measured at above growth in chronological age as measured against syllabus outcomes and using standardised assessments.

Target 2

Students show growth above age appropriate learning in school based numeracy tasks and assessments; SENA 1 and SENA 2 results show growth on 2008 results; and NAPLAN results for Year 5 in Numeracy place 2 students in bands 7 or 8, and 2 students in bands 4 to 6.

Our achievements include:

Implementation of whole school scope and sequence developed during training in the Exemplary Mathematics program;

SENA 1 and SENA 2 assessment results showed growth on 2008 results; and

Use of a variety of standardised assessment tasks allowed students to demonstrate understandings in a variety of ways showing rapid growth.

Target 3

Increased student engagement and attendance and improved skills in information technology.

Our achievements include:

Student attendance above state and regional levels;

Implementation of use of technology in all subjects with students using computers daily;

Establishment of effective partnerships with families to support the learning of each child; and

Weekly class timetable incorporated activities to enhance student enjoyment of learning and use of information technology.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practices and the other related to curriculum. In 2009 our school carried out evaluations of learning, English and student wellbeing.

Educational and management practice

Learning

Background

In a school with a positive learning environment opportunities are provided within a stimulating and secure space. Relationships between home, school and the community enhance learning and
teaching and are actively supported and developed by the teacher and relevant school support structures. The learning needs of all students are addressed through the use of a wide range of appropriate resources. Expectations of individuals are understood and promote excellence. In 2009 an evaluation of the learning environment was conducted.

Findings and conclusions

Students
Student surveys showed that students believe they are learning something new in most lessons and that they have interesting activities. Students stated that learning in English, mathematics and science is important for their future. Most students said there is a good balance between regular class work and special events.

Parents
71% of parents completed the parent survey. Above 85% of respondents believed the school was well resourced, provided challenging activities, taught programs that met their child’s needs, and was staffed by competent teachers who set high standards of achievement. 100% of parents stated that the students are the school’s main concern.

Parents were surveyed specifically about homework. 36% of parents returned the survey. All parents who responded believed that homework should be set and marked by the school and that parents should assist their child with homework. 20% stated that homework causes conflict in their household.

Staff
Teaching staff felt that more time was needed to ensure collaborative curriculum planning was carried out effectively.

Future directions
In 2010 the school will work to strengthen the communication between home and school. Kindergarten and selected students will be given a communication book to be kept in their home reading folder. Newsletters will be emailed to those families with internet access. Notice boards for parents and students will be regularly updated with information about coming events and recent photos. A computer will be placed in the front office to show photos of the students’ learning activities.

An additional staff meeting for curriculum planning and discussions of student learning will be held on a weekly basis.

Curriculum

English
English is one of the six key learning areas or subjects taught in primary schools.

Background
A whole school approach was trialled in Terms 3 and 4 with the introduction of Accelerated Literacy. This was completed in consultation with Ebor Public School to facilitate professional dialogue and interschool activities.

Parents, students and staff were surveyed after a term of implementing Accelerated Literacy.

Findings and conclusions
Staff found the lessons provided a fully sequential development of students’ skills, particularly in reading and writing. Concern was expressed about the teaching and learning time required to implement the spelling component of the program. Difficulty was experienced locating reading resources suitable for the K-6 class. This was partly alleviated through the purchase of suitable poetry and fable texts.

85% of students reported enjoying English lessons. All students replied that mathematics is an important subject at school and that the things they learn would help them get better jobs and would be used a lot in life. When asked what they would like to learn more of in mathematics students answers included; times tables, division, addition, measurement and everything.

Parent surveys were returned by 62% of families. 90% of respondents felt that the English program mostly met their child’s needs, all parents felt confident to assist with spelling homework, and 88% of parents reported that their child mostly enjoyed writing.

The information provided by the school about the English program was considered inadequate by 38% of families. 50% of parents responded ‘disagree’ to the statement The school has kept me well informed about my child’s progress in talking and listening/reading/writing/spelling.

Future directions
In 2010 there will be an increased focus on ensuring parents are well informed about class English programs. The use of student work samples during parent teacher interviews to enhance the information being provided and inclusion of regular items in the weekly newsletter outlining what topics are being taught will convey additional information. The introduction of student workbooks will assist parents understand the progress of their children. See Target 1.
Other evaluations

Student Wellbeing

A student welfare review and investigation about the frequency and intensity of bullying was conducted by examining behaviour infringement records, and surveying parents, students and staff.

29% of families returned a parents survey. Parents reported that their children enjoyed coming to school most of the time.

14% of students and 50% of parent respondents considered bullying to be a problem within this school.

88% of students reported enjoying school and feeling that they learnt new things in most lessons.

Staff reported that learning time was lost through dealing with minor behaviour incidents.

Future directions

In 2010 the You Can Do It program will continue to focus on building the social, emotional, and motivational capacity of our young people. The implementation will be strengthened through a whole school approach. Further staff training will be undertaken to facilitate this program. See Target 3.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

71% of parents responded to the parent survey.

Their responses are presented below.

Areas of perceived strength included: promoting a healthy lifestyle; providing an attractive and well resourced school; providing good student access to computers with a strong technology program; and parents are encouraged to contact the school to discuss concerns relating to their child.

When provided with the opportunity to comment on what things the school does well replies included “give every child the opportunity to reach for the sky”, “diverse activities”, and “teaching and caring and encouraging students.”

An area for further focus raised by three respondents was implementing fair discipline.

Comments about what would make the school a better place for your child to learn included “more combined days with other schools to improve socialising of the children”, “more communication about class work so parents can help”, and “maintaining a positive attitude towards children’s efforts at all times”.

Positive feedback was received from staff about improvements made to the school’s physical environment including storage facilities; computer access and the positive manner in which students interact with each other.

Professional learning

In 2009 staff participated in school and regional professional learning. All teachers had individual professional development plans. Professional learning was linked to the school’s targets of literacy, numeracy, student well-being, student engagement and attendance, and improved skills in information technology.

All staff participated in the following professional learning; Small Schools Conference, Child Protection, and First Aid Course. Teaching staff undertook additional training in Accelerated Literacy, Count Me in Too, leadership skills and Best Start.

Staff participated in these activities by attendance on school development days, being released from classroom teaching and through meetings and workshops after school.

School administrative staff participated in professional learning through networking and attendance at training opportunities.
School development 2009 – 2011

Targets for 2010

Targets for 2010 will focus on student academic achievement in literacy and numeracy, and increasing student engagement and wellbeing.

Target 1 Literacy

Year 5 students achieve improved NAPLAN Literacy growth from 2009.

Strategies to achieve this target include:
Implement Accelerated Literacy and provide consultancy support for program, and
Increase the teaching time focused on student text construction and handwriting and provide skill based lessons in grammar, vocabulary and spelling.

Our success will be measured by:
Students’ growth in achievements in literacy being measured at above growth in chronological age as measured against syllabus outcomes and using standardised assessments; and
NAPLAN results for Year 3 and Year 5 students showing that they are performing at or above targeted bands.

Target 2 Numeracy

Year 5 students achieve improved NAPLAN Numeracy growth from 2009.

Strategies to achieve this target include:
Continued implementation of whole school scope and sequence developed;
Use concrete materials when introducing concepts and consolidate student learning through the use of Learning Objects and other interactive programs; and
Use standardised assessment tasks and consistent assessment practices that allow students to demonstrate understandings in a variety of ways.

Our success will be measured by:
Standardised assessment results showing rapid growth; and
Year 3 and Year 5 results in NAPLAN showing students are achieving at or above target bands.

Target 3 Student Wellbeing

Student attendance be maintained at, or increased on 2009 level.

Strategies to achieve this target include:
Establish effective partnerships with families to support the learning of each child. Hold focused parent workshops twice per year;
Develop the patterns of thinking that enable students to manage their own learning, emotions and behaviour through implementation of the You Can Do It program;
Provide staff training and professional support to facilitate the effective whole school implementation of You Can Do It;
Weekly class timetable incorporates activities to enhance student enjoyment of learning and use of information technology; and
Students using computers including email daily.

Our success will be measured by:
A 50% reduction in teaching and learning time lost through management of behaviour issues; and
100% of students and their parents reporting that school is an effective, safe and enjoyable learning environment.

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.

Dusty Lasker, Parent Representative
Neroli Rose, Teacher
Fran Brown, Principal
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School Code: 1547
Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

School Group in Coffs Harbour