Our school at a glance

Students

Bellbrook School currently has an enrolment of 47 students comprising 28 girls and 19 boys. This year we have seen student numbers grow dramatically. This has also increased the number of students who identify as Aboriginal to greater than 50%.

Staff

Our school has a teaching principal and one full-time classroom teacher.

A five day a week temporary position is made up of release from face to face, library, Support Teacher Learning Assistance (STLA) and National Partnerships. The school has a part-time School Administration Manager and a General Assistant. This year the school also had one part-time Student Learning Support Officer (SLSO).

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

Significant programs and initiatives

Science and Engineering Challenge
eGATS – Gifted and Talented Program
Community Garden Project
Aboriginal Education
Priority Schools Program
Country Areas Program
Crunch and Sip
Better Buddies Peer Support

Student achievement in 2012

Due to our small cohort of students specific details cannot be provided on students at Bellbrook Public School.

Messages

Principal’s message

This year we got off to a slow start with the storm damage to our COLA area. Thankfully it was fixed and we were able to increase the size of our sports shed to accommodate all of our new equipment.

Thank you to the students, staff, parents and community members who engaged in the professional learning opportunities this year. It was so nice to see so many people interested in First Aid and CPR.

We undertook excursions to Copeton Dam, Tenterfield and the Pet Porpoise Pool. The students performed musical items for many community events. We formed partnerships with schools from across our valley and were able to celebrate various days such as NAIDOC Day and Easter Hat Parade. It definitely was an action packed year.

I would like to thank the students and staff for their dedication and love of learning. Also I would like to thank the parents and community members who helped out at the school during 2012. Without your help the students would not have been able to engage in so many wonderful learning experiences.

Thank you for making 2012 such an innovating, successful and exciting year.

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.

Allison Mitchell, Principal
P & C Message

In 2012 the P & C accomplished a great deal. We worked very hard to continue our programs such as the Year 6 Farewell / Disco and Bellbrook Community Kitchen Cookbook. We also provided various raffles and stalls and our healthy lunches.

We supported the school’s athletics carnival and for the third year we provided lunch for the Slim Dusty Foundation. This day is getting bigger every year. We continued the tradition of the Year 6 shirts, which also looked fantastic.

I would like to thank all of the people who volunteered their time to help with P&C projects. We were able to raise lots of money to put towards the Canberra excursion next year.

Dean Mitchell, P&C President

Student representative’s message

This year the SRC had a good year. At the start of the year we made a suggestion box. One of the suggestions was to have slushies at lunch time. The SRC thought this was a great idea and bought a slushy machine. Every Wednesday we sold slushies for $1.00. Roughly every week we made about $30.00.

We also raised money for world vision. We raised enough money to purchase a goat, hens and chickens for a poor village. This will allow the children to have food and collect fresh milk and eggs each day.

Other activities we undertook included crazy hair day, pyjama day and the Leadership days. All of the students loved these days.

Thank you to Mrs Walder for leading the SRC this year. We look forward to raising and spending more money next year.

Bonny Colling –Brand
Teachers are being pro-active in seeking notification of absence and following up individual cases with the Home School Liaison Officer (HLSO).

**Staff information**

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

The students at our school are supported by highly qualified and dedicated staff who undertake quality training and development opportunities to ensure there is a caring, supportive and innovative learning environment for all students.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Part Time Teacher</td>
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<table>
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</thead>
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<td>School Administrative Manager</td>
</tr>
<tr>
<td>General Assistant</td>
</tr>
<tr>
<td>Total</td>
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</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

We employ an Indigenous Student Learning Support Officer (SLSO) as part of the Wambinya Program. It is their role to help and support student learning as well as liaise with the community.

**Staff retention**

Staff entitlements changed in 2012 with the introduction of Every School Every Student. We now receive extra staffing for our Support Teacher Learning Assistance.

**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>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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**Financial summary**

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

<table>
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<tr>
<td>Tied funds</td>
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<td>Canteen</td>
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<td>Total income</td>
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<table>
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<th><strong>Expenditure</strong></th>
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<tr>
<td>Teaching &amp; learning</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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.

Senior Champions Tyesha and Wilisoni
School performance 2012

Our school prides itself on participating in a wide range of artistic and creative activities. The school has participated in the following:

Achievements

Arts

Macleay Music Festival was run again this year by the Macleay Educational Community of Schools (MEC’s) to celebrate the opening of Education Week. Students from Years 3 to 6 were invited to join the mass choir and perform on the night. We had a fantastic time and it was well worth the effort.

We performed the songs from the festival again when the P&C hosted a Slim Dusty luncheon and performance. The crowd was very impressed with the student’s musical ability.

Students and staff celebrated Children’s Book Week with a very colourful parade. We all participated in activities based on some of the short-listed books for the Australian Children’s Book of the Year.

K-2 and 3-6 dressed for book week.

Sport

Our aim this year was to enter a team in the 2012 PSSA Softball competition. We were able to enter a girls and boys team. Both teams played well and showed great sportsmanship on the day.

Grace and Darby went to the softball selection trials for the Macleay PSSA team. The competition was very hard, especially for the girls’ team. Darby however was successful and made it into the boys’ team. He travelled to Lismore to try for the Mid North Coast team but unfortunately he was not selected to continue.

We also attended a softball gala day in Kempsey for the whole school. Everyone got the chance to play against other schools from the Macleay Valley.

Bellbrook sports carnival

Bellbrook Public School’s Athletics Carnival was well supported this year. Students competed in all track and field events with trophies and ribbons on offer. The level of parent and community support was fantastic. The P&C catered on the day and the parent races proved again to be a winner. Congratulations to all the age champions on the day.
The winners of this year's house points trophy was the mighty Macleay.

All students participated in every track and field event.

John O’Neill sports day

The John O’Neill Sports Day consisted of races, novelty events, war cries and marching. The friendly competition encourages students to interact and establish friendships with students from other schools. It was a fun day for all involved.

This year we achieved senior boy and girl champion. Wilisoni and Tyesha were very hard to beat on the day. Tyesha went on to become the Mid North Coast PSSA Senior Girl Champion.

Marching at John O’Neill sports day.

Science and Engineering Challenge

This year we were the winners of the University of Newcastle’s Science and Engineering Challenge held at the Kempsey Showground. We joined forces with students from Willawarrin to form a small schools team. Students had to complete a variety of activities and earn points for their teams. Everyone enjoyed themselves very much. Activities included hover craft making, designing and building an environmentally friendly house, catapult making and electricity.

It was great to see so many parents turn up and witness the presentation and awarding of our trophy.

Senior boys shot put.

Noah coaching the minor high jump.
eGATS program

This year we had our first student entered in the eGATS program. This program was aimed at gifted and talented students and engaged them in a number of technology related tasks over a ten week period. Ruby had to work very hard to complete all of the tasks and then travel to Forster to present her final assignment which was a movie that she had made. We hope to place more students into the program next year.

Video conferencing

We participated in many video conferences to improve the staff and students use of digital technology and participate in virtual excursions. Staff and students joined many other schools from across New South Wales and watched experts guide their learning across a number of curriculum areas.

Healthy kids programs

To continue our commitment to promoting and maintaining good health we were visited by an oral hygienist who showed us how to look after our teeth.

Every student had the opportunity to complete their junior first aid certificate this year. Here are some of the great bandage techniques that we learnt.

The students in K-2 learnt how to make a worm farm.

The Rural Fire service visited us after the devastating bush fires this year.

The whole school learnt how to do printing onto a fabric bag.
Learn to swim
Mrs Walder trained as an Austswim teacher this year. We travelled to Gladstone for a three day intensive learn to swim and water safety program. The Department of Sport and Recreation also helped with providing qualified teachers. Every students gained a certificate according to the level of their swimming ability.

Having fun in the water with Mrs Walder.

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 these assessments.

Reading and Numeracy NAPLAN Years 3 and 5
The reporting of information must be consistent with privacy and personal information policies therefore the school is unable to supply specific information in this section. Individual results have been discussed with the students and their parents/carers.

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.

Significant programs and initiatives

Aboriginal education
Aboriginal perspectives are imbedded into all teaching and learning programs. Students are exposed to information and knowledge that will empower them and create respect and tolerance for other cultures.

This year we joined other schools from the Macleay Valley in celebrating NAIDOC week at Greenhill Public School. The students were placed into groups and spent the day rotating around various activities prepared by the staff and other agencies. It was a fantastic day.

We planted some new bush tucker plants in our garden this year.

Multicultural education
Cultural Diversity was celebrated this year with Living in Harmony Day. In March representatives from Bellbrook, Willawarrin, and Greenhill Public Schools travelled to Millbank to join in on a day of cultural celebration.

Our newest teacher Mr Fleissgarten linked the school up with a school in India. The students have been writing letters all year and recently received a parcel in the mail of two traditional Indian outfits worn by children in India. To return this generous offer, we posted back an Akubra hat and a Bellbrook Public School sports shirt.
Genevieve and Anthony dressed like traditional children in India.

**National partnership programs**

This year with our funding from National Partnerships we have been able to employ extra teachers and support staff to improve student learning. We have been able to; maintain our small group learning hubs for literacy and numeracy, maintain our garden project and strengthen ties with the community through our Student Learning Support Officer (SLSO).

Focus on Reading has been progressing slowly due to a change in staff. Phase two of the training has been achieved and the school plans to complete the training in 2013. The children responded well to the Super Six strategies and are using them in their reading groups.

Numeracy in Action (NiNA) has provided teachers with a very in depth and explicit way of programming for numeracy lessons. Teachers are using balanced numeracy lessons that cater for individual learning needs. Students can be constantly monitored and tracked along the learning continuum. Thus allowing teachers to assess where students are now and directing their learning to where to next.

K-2 showing “What I am looking for” (WILF) in mathematics.

The school has developed new resources and provided opportunities for staff to reflect upon their teaching by completing lesson studies. This program has also offered great support for our small school, allowing us to work collaboratively with other teachers to produce quality balance numeracy lesson plans.

We have had outstanding success with our “Grow it, Cook it, Eat it” gardening project. We were able to share our school grown vegetables with our community and in return the community shared theirs back.

Sharing school grown vegetables.

We have been able to strengthen home/ school partnerships and provide tutoring for identified students in reading by employing our SLSO. Students are able to access support in reading that they may not be able to receive at home. Plans are in place to form a homework centre next year in partnership with the local Burrel Bullai Indigenous Women’s Group.
2012 has seen the signing of a partnership agreement between the Macleay Educational Community of Schools and the Macleay Valley Aboriginal Education Consultative Group (MVAECG). A reporting template is to be developed next year.

Other programs

Country Areas Program (CAP)

Semester one was our last chance to engage in CAP projects and initiatives. Students were involved in a two-day camp at Copeton Dam. The aim of the camp was to develop an increased awareness of open ended software applications and other technologies in the classroom. In small mixed teams, students had to create a multimedia presentation on the theme of water. The camp focused on persuasive writing techniques through the use of technology.

The second initiative we took part in was CAP Chef. We travelled to Drake Public School and shared a luncheon that was prepared and cooked by all of the students under the guidance of Glen Austin winner of Master Chef.

The boys learnt how to cater for a boy’s night in, watching the football.
The girls had an amazing opportunity to look at a variety of natural skin care products.

The project involved video conferences with food, cooking and health experts, growing healthy food, health and nutritional needs of young people, food preparation and menu planning and cooking.

Thank you to all of the community members who came in and shared a healthy recipe with us. Choosing a local food hero was very hard when we have so much around us to choose from.

Fish in paper bark, with lemon myrtle and native ginger; it was a great traditional dish.

Priority Schools Program (PSP)

This year we trained a staff member in the Drumbeat -Building Resilience through Rhythm program. The Drumbeat Program consists of five elements; core rhythms, rhythm games, discussion, improvisation, and performance. Each group had one hour of drumming over ten weeks focusing each week on a different social skill. Some of the topics covered included; the rhythm of life, relationships, harmony, identity, emotions, feelings and teamwork.

Our highlight was performing at the Slim Dusty lunch and showing everyone our new skills.

We also ran a Positive Parenting Program (PPP) in partnership with Families Australia. This program provided strategies for parents to use at home with their children. We also provided child care for the younger children ensuring at all members of the community were welcome. We had a very positive response to this program and are set to run another three programs next year.
Progress on 2012 targets

Target 1
To increase the group mean in reading comprehension in Year 4 from 46.5% in 2011 to 52% in 2012; Year 5 from 52.82% in 2011 to 55% in 2012 and Year 6 from 56.5% in 2011 to 61% in 2012 using Online Placement Instrument (OPI) assessment data.

Our achievements include:
- Year 4 have exceeded their target of 52% achieving 62% in reading comprehension.
- Year 5 have also exceeded their target by achieving 74.4% in reading comprehension.
- Year 6 have also exceeded their target of 61% by achieving 82.5% in reading comprehension.

Using the ipads in literacy and numeracy lessons helped engage the students.

Target 2
To increase the group mean in numeracy in Year 4 from 43.5% in 2011 to 50% in 2012; Year 5 from 53.5% in 2011 to 58% in 2012 and Year 6 from 66% in 2011 to 72% in 2012 using OPI assessment data.

- Year 4 have not achieved their target in Numeracy this year. This is largely due to the drop in numbers leaving only one student in Year 4.
- Year 5 remained on target this year by reaching their goal of 58% in number.
- Year 6 did not achieve their goal in number. They remained in the 60% range.

- School based data collection indicates student growth in numeracy. This is supported by student movement across the number framework on the numeracy continuum.

Target 3
Increase the percentage of teachers who have the opportunities to develop leadership capacity beyond their classroom from 33% in 2011 to 100% by 2012.

Our achievements include:
- 50% of staff have developed leadership capacities beyond their classroom. We are progressing towards our target.
- This year we participated in six collaborative lesson studies. This has been affected by a change in staff.

Target 4
To increase the percentage of students who participate in Crunch and Sip from 50% in 2011 to 75% in 2012.

Our achievements include:
- We have exceeded our target, 86% of the school now participate in Crunch and Sip.
- School vegetable garden has encouraged healthy eating habits and supported school based programs such as Crunch and Sip.
- Healthy eating program “Grow it, cook it, eat it” is engaging all students and involving the community. This is creating partnerships with local agencies wanting to become involved.

Fresh garden produce.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the key learning area of music.

Creative Arts - Music

Background

Due to a change in staffing arrangements this year we were lucky to have two teachers who are experienced in music. This became the focus of our evaluation for 2012.

Findings and conclusions

- Not all staff felt comfortable with their musical ability.
- Software for the interactive white board was used to engage students in music lessons.
- The students enjoyed this, but when asked, wanted to become more hands on.
- Mr. Dickinson had training with the program from Musica Viva and engaged the students in the practical and performance side of this program.
- We also trained a teacher in Drumbeat, a program that uses music to address social issues through music. The students had a very positive response to this program.

Future directions

- In 2013 we are going to continue our hands on approach to music with the aim of presenting a musical item at the Macleay Educational Community of Schools Education Week Concert.
- Drumbeat will continue in 2013.
- The school will need to purchase some new percussion instruments and music resources.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

During discussions with students and parents at personal learning plan (PLP) meetings all stakeholders said that they were happy and satisfied with the school.

One comment made by the students was interesting. They enjoyed having a larger school that enabled them to play more team sports and enter teams into local competitions.

Our crazy school on crazy hair day.

Professional learning

Teacher Professional Learning (TPL) is seen as an integral part of the school plan. Having three new scheme teachers in the school last year, it was important to provide opportunities for them to gain their accreditation. In 2012 we had one teacher who completed his accreditation.

Professional learning funds also provided opportunities for experienced teaching staff to enhance their professional knowledge by attending various courses such as; Focus on Reading (FOR), and Taking off with Numeracy (TOWN). We also visited other schools to access help in dealing with difficult behaviours.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.
School priority 1

Outcome for 2012–2014

*Increase the percentage of students achieving grade expectations in writing, measured by the literacy continuum, from 14 (37%) of all students to 26 (70%) by Term 4 2013.*

2013 Targets to achieve this outcome include:
- All teachers complete cluster marking sheets each term and track student progress on the continuum.
- Student data is communicated to parents at PLP meetings terms 1 & 3.
- Teachers use cluster descriptors to inform the teaching and learning cycle.
- Train staff in Focus on Reading 3-6. Provide extra release time to allow teachers to integrate their new learning into the classroom.

Strategies to achieve these targets include:
- Teachers regularly collect and analyse data to assess the effectiveness of, and to inform teaching and learning programs.
- Collegial networking across schools to support consistency of teacher judgement.
- All teachers participate in training to increase understanding of the writing aspect of the K-6 Literacy Continuum.
- Teachers implement the FOR approach to explicitly teach reading in stage based literacy learning hubs three mornings per week.

School priority 2

Outcome for 2012–2014

*Increase the percentage of students achieving grade expectations in multiplication and division, measured by the numeracy continuum, from 9 (24%) of all students to 24 (64%) by Term 4 2013.*

2013 Targets to achieve this outcome include:
- All students placed on the multiplication and division aspect on the numeracy continuum.
- Explicit use of data to inform teaching and learning programs evidenced in teacher reflection.
- Balanced numeracy sessions are evident through observation of teacher lessons.
- Lesson study program inclusive of Small Schools network.

Strategies to achieve these targets include:
- Consolidation of Numeracy in Action Program.
- Parent/Carer workshops to increase knowledge and understanding of the continuum.
- Continued implementation of the Early numeracy continuum and the Early learning plan in numeracy.
- Implement small group learning hubs in numeracy, based on collected data and informed teaching programs.

School priority 3

Outcome for 2012–2014

*Increase the percentage of teachers who have the opportunities to develop leadership capacity beyond their classroom from 50% in 2012 to 100% by 2013.*

2013 Targets to achieve this outcome include:
- All teachers have a professional learning Plan which is linked to whole school priorities.
- Online learning modules for the learning support team have been completed.
- Small schools literacy writing project complete by Term 3, with small school participating in video conferences and written tasks.
Increased student engagement and substantive communication is evident.

**Strategies to achieve these targets include:**

- Timetable individual teacher discussions with the principal to discuss professional learning needs and school priorities.
- Release time for the learning support team to access professional development.
- Provide release time to allow principal to co-ordinate and implement National Partnership projects in and across schools.
- Participate in Collegial Leadership Network (CLN).

**School priority 4**

**Outcome for 2012–2014**

*To increase the number of Aboriginal Student Learning Support Officer’s working in the school from 1 in 2012 to 2 in 2013.*

**2013 Targets to achieve this outcome include:**

- Increased involvement in the Aboriginal Learning Team (ALT).
- Develop a role statement for ALT.
- Decrease in the number of unexplained absences of Aboriginal students.
- 100% of parents attend PLP meetings.
- 90% attendance rate for Aboriginal students attending the homework centre.

**Strategies to achieve these targets include:**

- Employment of a Student Learning Support Officer (SLSO) in a community engagement role to promote the achievements of students, liaise with parents and make attendance data more accessible.
- Work in partnership with community members by providing resources to support a homework centre.

![Aunty Annette practicing words in shaving cream with K-2.](image1)

**School priority 5**

**Outcome for 2012–2014**

*Increase the percentage of students who participate in Crunch and Sip from 86% in 2012 to 92% in 2013.*

**2013 Targets to achieve this outcome include:**

- Increase number of students participating in Crunch and Sip. School evaluation identified lack of access to fresh fruit and vegetables as an issue.
- Increase number of healthy lunch boxes and reduce pre-package foods.
- Students enjoying cooking lessons using home grown produce as a part of the “Grow it, Cook it, Eat it” program.

![Trying tomato and basil on garlic bread.](image2)
Strategies to achieve these targets include:

- Build a school vegetable garden to encourage healthy eating habits and support school based programs such as Crunch and Sip, and increase awareness of type 2 diabetes.
- Liaise with Durri Medical Centre and Many Rivers Diabetes Project workers to improve the health and wellbeing of students.

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.

Allison Mitchel, Principal
Melissa Mitchell, Teacher
Sally Hill, School Administration Manager
Annette Dunn, Student Learning Support Officer
Bonny Colling-Brand, Student Representative

School contact information

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Web: www.bellbrook-p.schools.nsw.edu.au
School Code: 1178

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: