School context

Warren Central School is a comprehensive Kindergarten to Year 12 school that is wonderfully resourced and aims to provide quality teaching and learning experiences for all students.

The school population is drawn from the towns of Warren and Nevertire as well as the surrounding district. Approximately 40 per cent of the student population is transported to the school location by buses operated out of Warren.

The school site, which is situated behind the Warren business district, has extensive, well-maintained grounds that complement modern and well equipped buildings. The grounds include sporting fields, cricket nets, sports courts for tennis, netball and basketball in addition to well-appointed shade areas for primary and secondary students.

There is strong community support available to the school. The school strives to position itself within the community as a vital and viable community asset.

The school caters for all students as individuals. It provides learning support and inclusive integration programs and a range of vocational courses is accessed by students at the school.

Warren Central School strives to meet the present and future needs of all students in partnership with the community. The school provides high quality educational programs underpinned by effective teaching and learning in a respectful, responsible learning environment.

Principal’s message

Warren Central School is committed to providing a stimulating, caring and cooperative learning. The school prides itself on providing an inclusive learning environment for both mainstream students and students with disabilities. Warren Central School is technologically very well resourced to support learning programs across the Kindergarten to Year 12 educational continuum.

In 2013 the school continued to encourage all students to participate in academic, sporting and cultural programs. Under this broad curriculum structure, students experience programs that provide a platform to progress into the workforce, ongoing learning and active citizenship.

Ongoing improvements in technology through the acquisition of iPads, laptops and upgraded video conferencing facilities, has improved the delivery of vocational courses and early childhood literacy and numeracy programs.

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.

William White

P&C message

In the last 12 months the P&C have been fundraising for the School, this year included our major fundraiser the Gobondery/NARRAF Athletics Carnival raising $1500. We also organised a Monster Raffle and with this raffle raised $600. The Mother’s Day stall held at the school and the Uniform Shop made small profits.

With this I would like to thank Trish Smith and Samantha Thompson for their help with the Uniform Shop. Without these ladies giving up their time this would not be possible to run.

With the fundraising money we were able donate $1000 towards the Library. There was a donation towards Speech Night Awards as well.

The P&C funded Steve Bignall the School Chaplain to participate in the Rock and Water Course in Newcastle. This program will be implemented in 2014 with the students. We are hoping the students will receive benefits from this program.

Projects in 2013 included getting tenders for the sand pit and they have still been ongoing. This includes getting a quote for a smaller sandpit and hopefully applying for funding that may be available.
The Canteen has been practical this year with students, teachers and parents still supporting this facility. Due to countless break-ins, the Canteen continues to run at a loss. This results in less funds being donated by the P&C, as the Canteen is funded by the P&C.

Challenges for the P&C in 2014 will be membership and finding a Committee. This is a problem for Warren Central School P&C, as is lack of volunteers for fundraising and other events.

I would like to thank the committee for 2013 Janine Nielsen and Carmel Bailey (Vice Presidents), Trish Smith (Treasurer) and Jen Stacey Secretary. Without these members of the committee the P&C wouldn’t be involved or be able to continue support for the school. They have all worked hard throughout the year, helping each other whenever they can. Even when there are times someone wasn’t available. I am immensely appreciative of the support that they have given me over the previous year.

2013 has had some good outcomes, and we can all look forward to a great 2014.

Glen Fisk (President)

Student representative’s message

In 2013 the Student Representative Council (SRC) continued with six committees. These included sports, cultural, fundraising and magazine committees as well as teacher/executive liaison and district representatives.

The SRC has also been involved in:

Representing the school at ANZAC Day ceremonies both at school and community levels.

Providing a barbeque dinner at the “Meet the Teacher” evening in Term 1 that created a relaxing environment for all.

Year 12 raised $4500 to support Royal Far West and the work they do to provide support the health of families in isolated areas and low socio-economic communities.

We endeavoured to continue promoting SRC activities through the school newsletter and local newspapers and will continue this in 2014.

Taylor McCloskey (School Captain)
The attendance rate for primary students increased by 3 per cent and is the best rate in five years.

Management of non-attendance

Warren Central School manages student non-attendance by marking rolls each day and communicating with parents to ensure all absences are explained. To better facilitate communication the school adopted a text messaging notification system to families in 2013. The school works closely with the home school liaison team to assist parents and the school has implementing personalised attendance plans.
Post-school destinations

<table>
<thead>
<tr>
<th>Year 12 Destination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>University entry</td>
<td>20%</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>60%</td>
</tr>
<tr>
<td>Employment</td>
<td>20%</td>
</tr>
<tr>
<td>Seeking employment</td>
<td>0%</td>
</tr>
</tbody>
</table>

This is the second consecutive cohort of Year 12 students where no student is seeking employment. 100 percent of student seeking university admission gained early entrance.

Year 12 students undertaking vocational or trade training

100 per cent of Year 12 students in 2013 obtained their Higher School Certificate.

Year 12 students attaining HSC or equivalent Vocational educational qualification

Of the Year 12 students 70 per cent studied hospitality and 40 per cent studied Primary Industries at school. 20 per cent studied children’s services and 10 per cent studied animal studies through the Western Access Program.

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</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>15.21</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.588</td>
</tr>
<tr>
<td>Total</td>
<td>33.498</td>
</tr>
</tbody>
</table>

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

The percentage of teaching staff that are aboriginal was seven per cent and the percentage of school administrative officers that are aboriginal was 35 per cent in 2013.

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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>50</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>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>232708.49</td>
</tr>
<tr>
<td>Global funds</td>
<td>305471.01</td>
</tr>
<tr>
<td>Tied funds</td>
<td>692767.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>61838.18</td>
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<tr>
<td>Interest</td>
<td>14717.47</td>
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<tr>
<td>Trust receipts</td>
<td>44337.64</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1351839.79</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissection</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</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

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 (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 3 - Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 5 – Numeracy

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Percentage in bands:
Year 9 Reading

Percentage in bands:
Year 9 Spelling

Percentage in bands:
Year 9 Grammar & Punctuation

Percentage in bands:
Year 9 Writing

Percentage of students in bands:
- School Average 2009-2013
- SSG % in Band 2013
- State DEC % in Band 2013
NAPLAN Year 9 – Numeracy

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Unable to report on the results due to the small number of students who sat the Higher School Certificate.

Record of School Achievement (RoSA)

All students in Year 10 met the requirements for RoSA and proceeded to Year 11, TAFE or apprenticeships.

Other achievements

Sport

Warren Central School began the 2013 sporting year with Oxley winning the annual K-12 swimming carnival. The day was a huge success with a great deal of parental support and involvement. We congratulate Felix Weston, Earl Greenaway, Mackenzie Pardy and Abbey McCloskey all broke records at the carnival.

Warren Central School participated the Gobondery/NARRAF Zone Swimming Carnival in Narromine and ten students represented the school at the event. Felix Weston was proclaimed the senior boys champion and Max Irving was runner-up. The senior boys relay team outclassed their opposition and broke a long standing record. They were selected to compete at Western Region PSSA in Dubbo where they finished third and were selected to compete at the state finals in Homebush. Emma Bermingham, Chelsea Stephens, Abbey McCloskey, Joseph Marks and Matthew Marks were chosen from secondary to compete at the CHS Regional Swimming carnival in Dubbo. Abbey, Joseph and Matthew all swam brilliantly to be selected to represent Western Region at the CHS State Championships in Sydney.

During Term 2 the attention turned to athletics with Mitchell again winning the 2013 Athletics Carnival for the third consecutive year. Thanks to a great deal of support and commitment from parents, staff and students, it was a very successful and fun day with 16 new school records set.

Warren Central School competed with distinction at the Gobondery/NARRAF Zone Cross Country Carnival held in Tottenham. Max Irving was selected to compete at state final in Eastern Creek.

Warren hosted the Gobondery/NARRAF zone athletics carnival and 30 students from Warren Central School competed. Riley Brown was proclaimed the 11 years boys champion at the carnival. He was joined by Max Irving, Felix Weston, Shakira Sutherland, Kyle McClanahan, and Charlotte Scotson in being chosen to compete at the Western Region PSSA Athletics Carnival. Shakira Duncan and Max Irving went on to compete at the PSSA State finals in Sydney.

In another year of diverse sporting quests, Warren Central School students competed in and range of sports and competitions. Craig Field and Thomas Field were selected to represent the NSW Country Rugby League under 18’s team that played in New Zealand. The secondary squash team made the regional final for the first time and the primary tennis team won the zone PSSA final in Tottenham.
Student Leadership

Schools captains Taylor McCloskey and Breannan Lomas, accompanied by deputy principal Mr Ian Thompson went to Parliament House and Government House as part of the Department of Education and Communities’ Leadership Program.

The primary prefects and captains attended the GRIP Student leadership Conference in Dubbo. The students had the opportunity to learn about different aspects of leadership.

Creative Arts

Shyanne Buswell of Year 6 won the Western Regional Final of the Premier’s Spelling Bee in September. She competed in the State Final in November carrying on the school’s proud tradition of success in the competition.

Megan Callander, Ruth Cant, Felix Weston, Shakira Sutherland and Jocelyn Gray represented Warren Central School in the 2013 Moorambilla Choir. This is a vital and specific program that allows children from the western region an opportunity to perform with outstanding musicians.

Abigail Irving, Courtney Graham and Emily Smith represented Warren Central School at the Western NSW Regional Band Camp in May. The purpose of the camp is to develop the student’s musicianship by providing them with personal tutorage in their chosen instrument, developing their knowledge and giving them the opportunity to play orchestral music in an orchestra.

Royal Far West “Come-N-See” Speech Therapy Program

Warren Central School was privileged to be selected as a pilot school in the “Come-N-See” program. Eleven students benefited from being in the program.

The students had six sessions and a personalised program was developed from the results of their initial assessment. Each fortnight, student undertook a face to face speech therapy session via a videoconference with their parents.

Royal Far West provided the school with resources that were used in therapy sessions as well as in ‘at home’ programs. Thank you to Mrs Trish Smith who volunteered to reinforce each student’s program in the alternate week to the therapy sessions.

Other

Congratulations to Rebecca Murray of Year 12 on winning the Bruce and Robyn Loder Education Scholarship sponsored by Auscott. Rebecca joins a long list of Warren Central School graduates who have won the Auscott Scholarship. She becomes the fifth student in seven years from Warren Central School to win an award.

Significant programs and initiatives

Aboriginal education

Programs to support improved literacy and numeracy outcomes were supported through Norta Norta funding. This provided intensive intervention for students in years 4, 6 and 8 who had not met minimum benchmarks in NAPLAN.

Kindergarten students received additional support in literacy and numeracy through Wambinya funding. This enabled small groups to be supported to achieve improved Best Start data.

100 per cent of Aboriginal students had a personalised learning program in 2013. They involved the collaboration between the Learning and Support Teacher, classroom teachers, parents and students to identify individual learning needs and favoured learning strategies.

Our school provides support for Aboriginal students and provides programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. Students in year seven LOTE are taught the 200 remaining words of the local Wailwan language.

The school through its Aboriginal Education Resource Teacher (AERT) has a program that focusses on strengthening parental involvement in the school, increasing the school’s Aboriginal education and improving the learning outcomes of Aboriginal students in Kindergarten to Year 2.
Students from Warren Central School hosted the community’s NAIDOC Week celebrations in October. The day began with an assembly to celebrate the 50th anniversary of the presentation of the Yirrkala Bark Petitions to Federal Parliament. Students and local organisations including Mission Australia, Barnardos and NSW Health then contributed to the day’s festivities.

**Multicultural education**

In May students from Kindergarten to Year 12 met a multicultural team travelling regional NSW from Chile, Egypt, Vietnam, Argentina, Papua New Guinea and Canada. Students were able to hear foreign languages spoken fluently and were able to share in activities from other cultures.

During term three, students in Years K-6 held a Cultural Day to support the CWA Country of Study Poster Competition. All the students in Years 3-6 submitted posters. The country this year was Iceland.

In August, the school hosted a visit from the Korean Mission for Indigenous Australia. Students from Kindergarten to Year 12 were entertained with a dynamic performance of singing, dancing, drama and personal testimonies. An Korean lunch was also provided for the students and staff.

**Transitional Equity Funding**

Transitional equity funding supported the formation of a middle years targeted intervention class for students who were disengaged from the regular curriculum. Funding was also used for curriculum based excursions to enable students to experience and participate in different learning environments.

**National partnerships and significant Commonwealth initiatives (participating schools only)**

The National Partnership for Low SES School Communities has allowed for teaching, community liaison and paraprofessional positions to be employed to enhance the partnerships with local government, non-government organisation, health professionals and vocational education providers. The school council strongly supports the continuance of this initiative as it is improving the educational and social outcomes of all students, particularly indigenous students who would normally drift away from formal schooling.

In 2013 the school invested in a technology upgrade in primary and purchased resources to enhance the equity of learning experiences for primary students in ICT. Readers were also purchased to support early stage learners in the L3 program.

The school assisted in the funding of a regional partnership mentor and a connected learning position to assist in implementing and monitoring the national partnership.

**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:

- the use of the school council as the school’s ongoing self-evaluation team
- observations
- document analysis
- data analysis
- consultation with the school leadership team

**School planning 2012—2014: progress in 2013**

**School priority 1**

**Literacy**

**Outcomes from 2012–2014**

Students will achieve a level of growth for their stage that is comparable to that required by the state in literacy.

**Evidence of progress towards outcomes in 2013:**

- Year 5 students exceeded state average growth in Reading (+9.1), Spelling (+13.6) and Grammar and Punctuation (+19.2). 70 per cent of students showed greater or equal expected growth in Grammar and Punctuation.
- Year 7 students exceeded state average growth in Reading (+2.2), Spelling (+0.7) and Writing (+14.8).
• Year 9 students exceeded state average growth in Reading (+19.2), Grammar and Punctuation (+6.0) and Writing (+19.7). 72 per cent of students showed greater or equal expected growth in Reading as well as Grammar and Punctuation.

Strategies to achieve these outcomes in 2014
• Professionally training staff in cognitive and cooperative strategies to improve literacy outcomes across all key learning areas.
• Analysing NAPLAN data to inform faculty planning in developing strategies for improving literacy outcomes for all students.
• Using Multilit programs to improve literacy outcomes.
• Employing Reading Eggs and Spelling Mastery programs to integrate ICT into literacy to support student learning.

School priority 2

Numeracy

Outcomes from 2012–2014
Students will achieve a level of growth for their stage that is comparable to that required by the state in numeracy.

Evidence of progress towards outcomes in 2013:
• 50 per cent of year 5 students showed greater than or equal to expected growth in numeracy.
• 63.2 per cent of year 7 students showed greater than or equal to expected growth in numeracy.
• 66.7 per cent of year 9 students showed greater than or equal to expected growth in numeracy.

Strategies to achieve these outcomes in 2014:
• Professionally training staff in cognitive and cooperative strategies to improve numeracy outcomes across all key learning areas.
• Analysing NAPLAN data to inform faculty planning in developing strategies for improving numeracy outcomes for all students.
• Employing Mathletics and HotMaths programs to integrate ICT in numeracy to support student learning.
• Providing professional learning in implementing TENS program.

School priority 3

Student engagement and retention

Outcomes from 2012–2014
To reduce the number of days lost to suspension by 10 per cent on the previous year.

Evidence of progress towards outcomes in 2013:
• In 2013, 373 days were lost to suspension which was a 32.7 per cent reduction from the 554 days lost in 2012. This was a significant improvement and the lowest suspension rate for Warren Central School for over a decade.
• The average length of short suspension was 2.5 days and the average length of long suspension was 7.81 days.

Strategies to achieve these outcomes in 2014:
• Implementing Positive Behaviour for Learning (PBL) into school routines and practices.
• Providing professional learning in problematic and higher order thinking skills to strengthen the implementation of the “Thinking School’s Approach” and the NSW Quality Teaching Framework.
• Building effective partnerships with the community and interagencies to support the learning of every student.
• Continuing to support educational and social learning with excursion opportunities for all students.
Professional learning

The Teacher Professional Learning Team made of members of the school leadership team, school administration manager and learning and support teacher ensured that structures and processes were implemented to focus professional learning on priority areas of the school plan.

All teaching staff received training in the NSW Quality Teaching model during the year at regular fortnightly whole-school staff professional learning meetings. Teachers also update their professional learning in child protection and chemical safety. All teachers attended a series of ongoing workshops on cognitive education as part of an accreditation process as a “Thinking School” with the University of Exeter in England. These centered on De Bono’s Six Hats, Hyerle’s Thinking Maps and Ryan’s Thinking Keys.

The Positive Behaviour for Learning (PBL) team undertook a three day training program to successfully implement the program into Warren Central School.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of its students by having them participate in the Tell Them From Me (TTFM) evaluation pilot survey for secondary students. The survey provided information on student engagement and wellness as well as aspects of classroom and school learning climate.

The responses of the 92 secondary students from years 7 to 12 are presented below.

64 per cent of students had a high sense of belonging which was lower than the survey norm of 71 per cent.

79 per cent of students valued school outcomes compared with the survey norm of 76 per cent.

28 per cent of students had a positive attitude towards homework which was vastly different from the survey norm of 60 per cent.

67 per cent of our students thought they had positive school behaviour.

44 per cent of students consider themselves intellectually engaged at school compared to the survey norm of 50 per cent.

20 per cent of students are interested and motivated in their learning compared to the survey norm of 30 per cent.

11 per cent of students have moderate or high levels of anxiety compared to the survey norm of 18 per cent.

56 per cent of students were not confident of their skills and found English, mathematics and science challenging.

Program evaluations

Learning

Background

During 2013 our school evaluated learning as part of our cyclic evaluation. The focus was on identifying the use of fifteen best practice statements associated with the learning environment, student learning and teacher learning. A random selection of student, teachers and parents were interviewed and asked to respond orally to the questions. The department as part of the SchoolMap package provided the surveys.

Findings and conclusions

90 per cent of respondents stated that classroom environments catered for a wide range of learning styles.

55 per cent of respondents commented that teachers encourage ongoing communication about student learning between home and school to promote understanding of learning and teaching.

100 per cent of respondents stated that teachers actively seek and engage in training and development activities to enhance professional capacities.

20 per cent of respondents stated that teachers invite each other to observe and participate in the learning process in order to build professional dialogue for improving and developing practice.

80 per cent of respondents commented that students employ a range of thinking skills as part of their learning program.

65 per cent of respondents stated that students try unfamiliar and challenging tasks.
Future directions
The school will continue to ensure a shared understanding of the learning exists and that this is clearly articulated to the whole school community. The school will also ensure the cycle of continuous school improvement is communicated and promoted throughout the school community and that the interests, needs, abilities and systemic requirements continue to determine the curriculum and organisation of the school.

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.

William White — Principal
Ian Thompson — Deputy Principal
Dianne Hamilton — Head Teacher Mathematics
Robyn Taylor — Head Teacher Secondary Studies
Joan Reeves — Assistant Principal
Lyn Westgarth — Relieving Assistant Principal
Roslyn Hunt — School Administration Manager
Glen Fisk — P and C President
Taylor McCloskey — School Captain

School contact information
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Email: warren-c.school@det.nsw.edu.au
Web: www.warren-c.schools.nsw.edu.au
School Code: 3392
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: