School context

Students

Coonabarabran Public School serves a diverse community with a total of 321 students, 20 having been identified as having special needs and 89 identifying as being of Aboriginal or Torres Strait Islander descent.

Staff

The school has a wide range of staff. Some have been at the school for a significant part of their careers while many others have been appointed in more recent times either through the interview process or through priority transfer. There are also some staff employed as a result of the school being placed on programs funded by the Federal Government.

All teaching staff meet the professional requirement for teaching in N.S.W. public schools.

Significant Programs and Initiatives

The school has been placed for several years on the C.A.P., P.S.P and Low S.E.S. National Partnerships Programs. All these programs provided significant funding for the school. Details of them can be found later in this report.

Student Achievement in 2013

Students in Years 3 and 5 participated in NAPLAN this year. Details of the results are found later in this report.

Principal’s message

Coonabarabran Public School is renowned for its academic, sporting and welfare programs focusing on the needs and care of all students. Supportive networks between teachers, students and parents are well established. This ensures that students and personal and academic needs are met. The school emphasizes literacy programs and particularly focuses on early interventions.

Coonabarabran Public School is at the forefront on performing and creative arts programs and is recognized for this in the wider community.

The school has been recognized for displaying best practice in supporting students with special needs in mainstream and support classes. It is also recognized for outstanding technology resources.

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.

Noel Willoughby, Principal.

P & C and/or School Council message

Coonabarabran Public School P&C had a busy year raising money to help our school. Whilst we have a very small committee, we have raised a great deal of money. The P&C provide services to our school such as morning teas, a Mother’s Day stall and canteens for the Infants, Primary and Zone Athletics Carnivals.

During the year, the P&C subsidized the purchase of text books for all stages, purchased a new laptop for the canteen and books and resources for the L3 Program. The P&C also collected the stickers from the “Earn and Learn” promotion run by Woolworths.

This year we started fundraising for our “Undercover Kids” project to put a shade over the multipurpose court. We successfully applied for the ‘Foundation for Rural & Regional Renewal’ grant and hopefully we will be successful in applying for other grants to complete this project in the future.

Thank you to all the families that supported the P&C in 2013 in the many fundraising events that
were held. The money goes to help our students in many ways.

**Sallie Turner, P&C President, 2013**

**Student representative’s message**

Coonabarabran Public School has been very successful throughout all areas of education during 2013.

The school had many students displaying their skills when they received special awards in the U.N.S.W. English, Mathematics and Science competitions. A significant number of those who entered were awarded with Credits, Distinctions and even High Distinctions.

As well as the academic side of things, sporting achievement has been particularly notable. Our school was highly represented at Regional level in Athletics with Harry Willoughby being Junior Boy Champion and Darcy Clifton advancing to be the National Junior Boy Champion in discuss.

The main excursion for Years 5 & 6 was a one week trip to Lake Keepit. It was an exhilarating adventure. Many of us did once in a lifetime activities.

**Sappirah Knight (Captain 2013)**

**Student information**

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

**Student Enrolment Profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>193</td>
<td>196</td>
<td>189</td>
<td>171</td>
<td>168</td>
<td>179</td>
</tr>
<tr>
<td>Female</td>
<td>162</td>
<td>156</td>
<td>152</td>
<td>148</td>
<td>154</td>
<td>150</td>
</tr>
</tbody>
</table>

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>90.6</td>
<td>92.6</td>
<td>89.7</td>
<td>90.7</td>
<td>91.3</td>
</tr>
<tr>
<td>1</td>
<td>91.2</td>
<td>90.7</td>
<td>91.3</td>
<td>89.8</td>
<td>93.4</td>
</tr>
<tr>
<td>2</td>
<td>91.9</td>
<td>93.2</td>
<td>88.5</td>
<td>91.6</td>
<td>90.9</td>
</tr>
<tr>
<td>3</td>
<td>90.7</td>
<td>93.3</td>
<td>92.4</td>
<td>89.7</td>
<td>93.8</td>
</tr>
<tr>
<td>4</td>
<td>90.4</td>
<td>91.7</td>
<td>91.8</td>
<td>91.7</td>
<td>91.8</td>
</tr>
<tr>
<td>5</td>
<td>92.3</td>
<td>92.4</td>
<td>93.4</td>
<td>90.3</td>
<td>93.5</td>
</tr>
<tr>
<td>6</td>
<td>90.7</td>
<td>92.7</td>
<td>92.0</td>
<td>91.3</td>
<td>89.5</td>
</tr>
<tr>
<td>Total</td>
<td>91.0</td>
<td>92.4</td>
<td>91.3</td>
<td>90.8</td>
<td>92.1</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

The parents/carers of any student who is absent from school are required to provide an explanation of the absence. Excessive numbers of absences, especially unexplained absences, are referred to the Department’s Home School Liaison Officers (H.S.L.O.s) for follow up.

**Class sizes**

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2013 Class Size Audit conducted in March 2013.
Structure of classes

Classes at Coonabarabran Public School are generally formed by age groupings. However, due to the uneven pattern of enrolments in 2013, it was necessary to form several multi-age classes.

The school has a designated Opportunity Class for Year 5 and 6 students in Coonabarabran and the surrounding area. To qualify to enter this class students sit an exam conducted by the Departments’ Selective Schools Unit when they are in Year 4. If they qualify, students enter this class for two years.

The school also has a support unit comprising two classes.

Staff Information

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
</tbody>
</table>

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

During 2013 the school employed two permanent indigenous staff members and several who filled positions on a temporary or casual basis.

Staff retention

There were four teachers who left the school either during or at the end of the 2013 school year.

Teacher qualifications

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

All New Scheme Teachers are compliant with the requirements of accreditation as defined by the New South Wales Institute of Teachers.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>65</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>35</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>301816.32</td>
</tr>
<tr>
<td>Global funds</td>
<td>222064.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>377875.20</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>71093.11</td>
</tr>
<tr>
<td>Interest</td>
<td>10915.68</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10286.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>994051.06</td>
</tr>
</tbody>
</table>
A full copy of the school’s 2013 financial statement is supplied to the Department at the end of each school year. If you’d like further details on the schools’ financial situation please contact the school.

School performance 2013

Achievements

Arts

At different times throughout the year students participated in percussion, drama and public speaking programs which gave every child the experience of being involved in one or more arts activities.

A musical involving every class from Kindergarten to Year 2 was prepared and performed for parents, senior citizens, Years 3 - 6 and a visiting school audience. This production showcased the dance, performance and singing skills of our students.

As a result of performances in auditions, several students were invited to participate in the Moorambilla Festival of Music and singing camps. The school also had a choir which performed at several school assemblies.

A string group once again participated in the Primary Schools’ Festival of Instrumental Music at the Sydney Opera House.

Sports

Coonabarabran Public School is well resourced and well maintained sports equipment and facilities. Thirteen major competitive sports were offered at all levels of the Primary Schools Sports Association (P.S.S.A) calendar of events.

Class PE lessons were timetabled to coincide with the P.S.S.A calendar to enhance each child’s opportunities. Teachers also benefit from organizing, coaching and attending many levels of the children’s sports as officials, gaining valuable qualifications and experience.

Students also took part in fitness and recreational activities including the iKi Program.

The annual walkathon, held in Term 4 of 2013, raised over $3 000, which will be used to subsidise travel to sporting events in 2014.

The Learn to Swim Program, held near the end of the school year, was fully funded by the DES and the School Sports Fund with participants receiving free tuition.

Our school supports successful athletes. This year eight of our students were chosen to represent the North West Area PSSA at different State Carnivals. These included Swimming, Rugby Union and Athletics.
Other Technology
At Coonabarabran Public School, students and staff members have access to two networked computer labs with regular access to the internet. Each classroom has one or more iMac computers and almost all classrooms now have interactive whiteboards.

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)

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 - Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
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](http://www.myschool.edu.au) and enter the school in the Find a school and select GO.
Significant programs and initiatives

Aboriginal Education

Students from Years 5 & 6 represented our school at the community ‘Sorry Day Ceremony’ held in the Shire Hall.

NAIDOC Week saw the launch of stage one of a C.D. produced by Paris Norton to record the history of ‘Burra Bee Dee through the eyes of our Aboriginal Elders’ who lived on the mission. This resource will be a valuable addition to our local history program at our local school and valuable addition to our local community records. Students took part in a school colouring in competition which was judged by our Elders. Thanks to ‘Warrymali Centrecare’ we were able to give students Aboriginal story book as prizes.

All classes participated in the community event for NAIDOC Week which was held in the Shire Hall. Activities included local stalls, Aboriginal games, bushtucker and entertainment.

Stage 2 students visited Dandry Gorge and Sandstone Cave.

As part of our school transition to school program parents enjoyed the convenience of a bus to pick up students to attend ‘Early Birds’. During Term 4 students who didn’t attend preschool were offered the opportunity to attend school one day a week with their parents so the transition to school would be much smoother process for them in 2014.

Multicultural Education

In some units of work across the school, an effort was made to study other countries and their cultural values. Local community members were invited to share religious and cultural customs and explain their significance. Students discussed how these would be perceived and interpreted in a modern Australian culture.

Our school also explored the values and customs of the local indigenous community, who have shaped and influenced our school. People of different generations were invited to share their insights, tell their stories and were partnered with the elders in social activities.
Respect and Responsibility

Coonabarabran Public School encourages a culture that promotes respect and responsibility. Students are constantly reminded of the importance of behaving appropriately at all times, particularly those involved in representing our school at events like zone, area and state sports events, concerts and chess tournaments.

Our school has adopted iKi principles which have been combined with our school rules. One of them is about respect: ‘I’m OK, You’re OK.’

Students were involved in activities such as Clean Up Australia Day and Coonabarabran’s ANZAC Day March.

The school has also continued the ‘You Can Do It’ program, stressing the importance of developing confidence, being organized, being persistent, getting along with others and having emotional resilience.

National Partnership Programs

The National Partnership funds were invaluable and allowed the employment of extra staff again in 2013. This funding makes it possible to maintain literacy and numeracy programs catering for many different levels of ability. Language aides continued to visit the preschool and were involved with activities and testing of children who may need assistance in the first year of school in 2014.

Our Multilit Program was maintained with children from Year 1 – 6 involved. The school introduced the new part to this program, Minilit, which is designed for the very young students in our school.

Other Programs

CAP

All students from K-6 were involved in the CSIRO workshops which were funded by our CAP program. These workshops showed all students just how much fun science and technology can be.

CAP Clubs Days were again run in 2013. These proved to be very popular day with the students who are encouraged to participate in activities which are new and different from the normal school activities. One of the days was a designated science day where many different types of experiments were enjoyed by the students.
All students in K – 6 were involved in mathematics workshops. These activities were very interesting and the students had a very enjoyable time as they expanded their knowledge of mathematics and how aspects of this work together.

Our very own Radio Shack was completed this year and 5/6K had an orientation day with Mr Dean who works at the town radio station. Mrs Crawley and the children have planned some exciting events for 2014 using our shack.

PSP

Our PSP funding has been focusing on the needs of children in the literacy and numeracy areas. The school has been able to divide our students into focus groups depending on their needs. These have again been catered for and the curriculum adjusted as required.

Progress on 2013 Targets

Target 1

To decrease by 2% the number of students in Years 5 and 7 performing at or below National Minimum Standard in NAPLAN Reading to 19% and 28% respectively.

Our achievements include:

- Above state average growth for students tested in NAPLAN reading in Year 5 in 2010 and Year 7 in 2012.
- Growth, but below state average, for students tested in NAPLAN Reading in Year 3 in 2010 and Year 5 in 2012.

Target 2

Increase student attendance by 0.69% to 90.77% in 2013

Our achievements include:

Term 1 attendance: 92.77%
Term 2 attendance: 92.37%
Term 3 attendance: 91.67%
Term 4 attendance: 90.92%

Average student attendance for 2013 was 91.93%

School Evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2013 our school carried out evaluation of learning.

Background

During 2013 randomly selected students from Years 3 to 6 were asked to complete a survey to ascertain their thoughts on the school’s culture.

Findings and conclusions

An analysis of the survey results revealed that:

- Eighty-seven percent of respondents thought that the school almost always or usually knew about the parents and community in which it served;
- Ninety-three percent of respondents thought that school leaders almost always or usually had a positive influence on the school culture;
One hundred percent of respondents thought that the school almost always or usually praised and rewarded students who were successful;

Ninety-three percent of respondents thought students were almost always or usually the school’s main concern;

Seventy-seven percent of respondents thought students almost always or usually supported what was happening at school;

Ninety percent of respondents thought students were almost always or usually proud of their school;

Ninety percent of respondents thought the school almost always or usually appreciated having them as a student;

Ninety-seven percent of respondents thought the school almost always or usually encouraged students to achieve their best;

Ninety-seven percent of respondents thought the school almost always or usually encouraged everyone to learn;

Eighty-seven percent of respondents thought the school almost always or usually catered for the learning needs of all students;

Eighty percent of respondents thought the school almost always or usually continually finds ways to improve what it does and

Ninety percent of respondents thought the school, when necessary, almost always or usually made important changes to what it does.

Parent, Student and Teacher Satisfaction
In 2013 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

An analysis of a survey into the effectiveness of the teaching of literacy at the school showed that:

- Ninety-two percent of respondents thought that literacy groups assisted with learning.
- Ninety percent of respondents thought that the work given in literacy was appropriate for the students;
- Ninety-five percent of respondents thought that materials used to teach literacy were helpful in their learning and
- One hundred percent of respondents thought that the results achieved by students involved in the L3 Program were very pleasing.

Professional Learning
All staff undertook professional learning during 2013. Areas covered include literacy teaching, emergency care, use of technology (especially Ipads) and child protection.

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:

- Enhancing teacher quality and effective pedagogical practices.
- Community Partnerships
- Leader capacity and density.


School priority 1
Enhancing teacher quality and effective pedagogical practices.

Outcomes from 2012—2014

Future Directions
The school has made staff aware of the students’ thoughts on school culture. Where appropriate existing practices will be altered to improve learning.
With the current refinement to whole school systems and structures, the school is now providing teachers with more individualized support to aid in their development and performance. Prior to the school being placed on the Low S.E.S. Partnership teacher appraisal was done largely to fulfill administrative requirements. The leadership team has endeavored to create a performance and development culture characterized by a clear focus on improving teaching as a powerful means for improving student outcomes. This has required the strengthening of systems and processes so that teachers know what is expected of them, receive frequent feedback on their teaching and access high quality support to improve their practice.

Evidence of progress towards outcomes in 2013:

- The relationship between the leadership team and teachers based on effective practice has been strengthened. Executive staff started working closely with teachers to provide explicit guidance on tailoring their teaching to suit individual student needs in their classrooms. It is now expected that all classroom teaching programs are based on assessment of individual student progress with learning gaps being addressed through effective teaching and learning strategies, as well as, through the design and implementation of individual learning plans for targeted students.

- The role of the leadership team in supporting teachers to fulfill their responsibilities has been clearly articulated. The school has used the National Professional Standards for Teachers as the basis and a common language for coming to a shared understanding of what effective teaching looks like in our school. Teachers have a clearer understanding of their stage supervisor’s role and are now able to relate to them on a professional level, focusing their work and support on teaching and learning. Teachers are now able to more readily approach supervisors for help in areas such as classroom management, student achievement and behaviour concerns, programing and general school business.

- As part of the school’s work around teacher performance and development there has been a strengthened focus on reflection and goal setting. Teachers are now supported to identify goals for their own development. At the beginning of the year teachers were given a performance and development plan outline. Teachers were instructed and supported to complete SWOT analysis to identify their possible areas for improvement and to set personal goals. Individual and stage team goal setting was linked to the priorities areas from the School Management Plan. From this analysis teachers selected target areas on which their teaching would focus. This information was used to develop their Personal Professional Learning Plans.

Strategies to achieve these outcomes in 2014

- The strategic alignment of whole-school professional learning to school and system priority areas has allowed for a consistent approach to the teaching of literacy. Throughout the course of the partnership, the school has also focused on improving teacher quality through the support of enhanced coaching and mentoring practices aligned to teachers personal professional learning plans. A significant number of teachers have engaged in professional learning in Reading to Learn and were coached by a team-teaching mentor who was an expert in this pedagogy. Through individual coaching and mentoring sessions teachers were provided with support in the explicit and systematic teaching of literacy and were consistently encouraged and supported to reflect on the effectiveness of their teaching practice. This process has helped to strengthen the culture of reflective practice in the school.

- Opportunity was provided for two class teachers to train as in-school facilitators in Focus on Reading. This has enabled the whole-school to collaboratively participate in this professional learning. The strategic allocation of staff meeting, stage meeting and professional learning times has supported the effective
implementation of this professional learning. This is a two year commitment and our school will need to find the funds to continue this program.

School priority 2
Community Partnerships

Outcomes from 2012–2014
Interagency collaboration and home, school and community partnerships have been strengthened over the course of the Low S.E.S. partnership.

Evidence of progress towards outcomes in 2013:
• Our school has developed and built on the relationship with the preschool and high school. These relationships have been strengthened by cohesive planning and the development of respectful relationships between staff at all three sites.
Throughout the partnership, the relationship between the high school teachers and primary teachers has been strengthened through the development of a Middle Years Transition period.
A shared learning community between the two sites has been established through the shared understanding of assessment in middle years’ curriculum, including shared practices in middle years curriculum planning, implementation and evaluation.
Collaborative planning between the two sites has developed programs which address a variety of student well-being aspects of transition.
Many new and exciting activities were included in this plan between the two sites. This included the development of sporting, academic and cultural activities as part of the program with participation of students from both primary and secondary sites.
• Over the course of the partnership, one of our main priorities was to strengthen the relationship between the preschool and school in order to give our children the best start possible when entering kindergarten.
Teachers at both sites have developed a more positive and collaborative approach to preparing children for kindergarten. This has extended into the wider community, and a clear understanding of the importance of preschool has been established.
• Professional dialogue between sites has been enhanced and the sharing of resources between the sites has been developed. Through this collaboration, students entering into kindergarten have entered with a higher level of skill readiness, eliminating speech and language deficiencies.

Strategies to achieve these outcomes in 2014:
• A stronger relationship has been established with the AECG to engage local Aboriginal community members and teaching staff at our school.
• This relationship is in its early stages of development but is working towards strengthening the partnership for genuine decision making between the school executive and the local Aboriginal community.
Support for parents and carers has been provided through the provision of a weekly homework centre to offer assistance with homework and to give students and parents’ support in our ever changing world of education.
• A cohesive partnership with other external departmental sites to share resources, provide professional learning across and encourage professional dialogue and collaboration of teacher expertise has also been established. These partnerships will continue into the future, networking sites to facilitate planning and implementation for the Australian Curriculum.
These external partnerships are embedded as part of the school culture and will be sustained through the establishment of systems to ensure their continued effectiveness.
School priority 3
Leader Capacity and Density.

Outcomes from 2012–2014
Over the past four years there has been a significant growth in leadership capacity and density at the school. The principal and executive team have implemented numerous changes and provided professional learning opportunities to enhance current leadership and support the growth of teacher leaders throughout the school.

Evidence of progress towards outcomes in 2013:

- The establishment of time for the executive team to meet weekly has allowed for the development of a collaborative middle management team where clear and consistent expectations have been established. The refinement of the school’s teacher performance and development process, with clearly outlined expectations being communicated to staff, has been a result of this new system. This change has allowed for leaders to lead learning, working in collaboration with the new teachers they supervise. A culture of accountability, where teachers discuss and reflect on the impact of their practice on student achievement with their supervisor, is becoming evident.

- The refinement of stage meetings to ensure the effective utilization of this time, centered on the core business of teaching and learning, has been strengthened by the leadership team. Through the development of a consistent message, stage team leaders are now utilising this time to support their teams to reflect on their practice and work towards achieving the strategic directions of the school. This support, to translate whole school directions down to stage and classroom level, has facilitated stage teams to effectively work towards achieving these directions. The clear articulation of what it means to be a teacher at Coonabarabran Public School is now reinforced through discussions during these meetings.

Strategies to achieve these outcomes in 2014:

- The employment of coaching and mentoring strategies at the classroom level has provided staff with support to reflect on their teaching practice, the learning needs of their class and the appropriate identification of teaching strategies to best meet these learning needs. The conversations which teachers and leaders engage in at the school have changed and are now driven by instructional leadership, revolving more often around effective pedagogical practice at our school.

- The establishment of the School Improvement Team, consisting of current and aspiring leaders, has been instrumental in enhancing the professional engagement of both teachers and leaders alike. With this change in practices and the strengthening of a whole-school team, where the leadership team and staff work collaboratively together as one team, driving educational outcomes and tailoring teaching to suit learning needs of students, has been achieved. Through this professional engagement, teacher collaboration within and across schools has led to school effectiveness, improvement and the development of sustainable school decision making process.

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.
Noel Willoughby, Principal
Leanne Pincham, Assistant Principal
Chris Lowe, Teacher
Pip Kearney, Teacher
Michelle Watton, Aboriginal Education Officer
Sallie Turner, P & C President, 2013
Sappirah Knight, School Captain, 2013

**School contact information**

Coonabarabran Public School
Newell Highway, Coonabarabran. 2357.
Ph: 02 6842 1771
Fax: 02 6842 2416
Email: coonabarab-p.school@det.nsw.edu.au
Web: www.coonabarab-p.school.nsw.edu.au

School Code: 1630

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: