2009 Annual School Report
Coraki Public School

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

Students
Students come from a wide range of backgrounds with some living in town and others living in rural areas surrounding the town. There are a high proportion of students who had their parents and grandparents attend Coraki Public School – this is a proud tradition.

Staff
Changes in staff from 2008 included a new Teaching Principal replacing the previous Non-Teaching Principal, Mr Geoff Spargo who was promoted as Principal of Byron Bay PS. The number of Assistant Principals at the school was also reduced from 2 to 1 due to a decline in student enrolments. A new School Administrative Manager was also appointed, Mrs Barbara Gifford to replace Mrs Debbie Fiedler who was promoted as School Administrative Manager to Goonellabah PS. Ms Kimberlii Baker took on another position with NSW DET and was replaced as Transition Teacher for 2009 by Mrs Debbie Bell. All other teaching and support staff were retained.

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

Significant programs and initiatives
The National Partnerships – Literacy and Priority Schools Funding Program were significant programs at Coraki Public School in 2009. The Transition program was funded by the Department of Community Services and significant funding was received to support students with identified needs. We ran a Learning Assistance Program and students had opportunities to participate in extra-curricular activities such as dance, sport and Tournament of the Minds. Life Education Van, Writers Camp and Motivation Camp at Woody Head were other programs run in 2009.

Student achievement in 2009

Literacy – NAPLAN Year 3
In Year 3, 65% of students achieved the National Literacy Benchmark with 22% of students achieving in the top two bands.

Numeracy – NAPLAN Year 3
In Year 3, 69% of students achieved the National Numeracy Benchmark with 15% of students achieving in the top two bands.

Literacy – NAPLAN Year 5
In Year 5, 79% of students achieved the National Literacy Benchmark with 27% of students achieving in the top two bands. Student progress from Year 3 to Year 5 was above the state average.

Numeracy – NAPLAN Year 5
In Year 5, 89% of students achieved the National Numeracy Benchmark with 5% of students achieving in the top two bands. Student progress from Year 3 to Year 5 was above the state average.

Messages

Principal's message
The purpose of this report is to provide an overall review of our school's achievements and endeavours over the year.

This report also evaluates school practises, a targeted area of the curriculum and student academic performances based on external testing and teacher assessment.

The degree to which our school has progressed towards achieving targets set in the 2008 annual report has been included.

Highlights in the year included the installation of interactive white boards in every classroom, participation in the National Partnerships – Literacy program and the success of our students in academic and extra-curricular activities.

Our school is committed to providing a balanced education for all, as well as recognising the individual and varied needs of our students.

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.

Matt Hobbs
Principal

P&C message
Coraki Public School P & C lets the wider community develop partnerships with the school and provides an opportunity for parents and carers to contribute and present their views on the schools present and future direction. P & C membership is $1.00 per year and is open to parents, carers, teachers and interested community members. The hard work and strong commitment by the P & C members in 2009 raised funds for our school children by holding the following events:

- Annual Greyhound Fundraising Night
- First ever Car Rally
- Mothers and Fathers Day Stalls
- Schools Trash & Treasure Market Day
Numerous Raffles
Successful Bunning BBQ Fundraiser.
This year the P & C provided a Representative for the Merit Selection committee on two occasions. Support was provided for the schools successful Tournament of the Minds Team. The P & C also contributed $22000 towards the cost of 4 new Interactive White Boards for the school.
I would like to thank all our members and the staff and parents for all their valued support for their time and effort in continuing to make our P & C a successful one.

Sue Martin
President

Student representative's message
The Coraki PS SRC met once a week to discuss student needs and areas where we could help around the school. We organised out of uniform days and other special events to raise money for selected charities and to support students at our school. A highlight of the year was an inter-school sports visit with St Joseph’s PS – Coraki.

We had one representative from Years 2 – 5 and our school captains and prefects were part of the SRC. Mrs Spargo was the staff member responsible for coordinating the SRC and we thank her for her guidance.

Coraki PS 2009 SRC

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

Student enrolment has gradually declined over the last five years as a result of the number of school aged children living in Coraki.

Student attendance profile

Average student attendance was 89.1%, just below the regional and state averages.

Management of non-attendance

In 2008 a School Attendance Plan was implemented to help with non-attendance of students. Staff and parents worked collaboratively to overcome issues of non-attendance at school. Notes, phone calls, home visits and face-to-face meetings were some of the methods utilised by staff. Positive promotion of attendance by staff was seen as a key component of helping students and families further realise the importance of regular attendance. We worked in conjunction with district support staff such as Home School Liaison Officers and Aboriginal Community Liaison Officers to overcome non-attendance issues.
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>Transition</td>
<td>PS</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>KJC</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1AZ</td>
<td>1</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>2CT</td>
<td>2</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>3GB</td>
<td>3</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>4SS</td>
<td>4</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>5CO</td>
<td>5</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>6MM</td>
<td>6</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total in school</strong></td>
<td></td>
<td><strong>130</strong></td>
<td></td>
</tr>
</tbody>
</table>

Structure of classes

We had seven straight grade classes with no composite classes. Maximum class size was 19 students. Our Transition class ran for two days per week with 10 students.

Staff information

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

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</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>RFF Teacher</td>
<td>0.252</td>
</tr>
<tr>
<td>AERT - Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>Part time and PSP Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Pre-School Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>2.932</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12.399</td>
</tr>
</tbody>
</table>

Coraki PS employs a total of three staff from the local Aboriginal community. One full time Aboriginal Education Officer and two temporary School Learning Officers.

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></td>
</tr>
</tbody>
</table>

Professional learning

Staff undertook various professional learning in Accelerated Literacy, Reading To Learn, Getting Ahead in Numeracy and Moving On in Numeracy throughout 2009. Professional learning was undertaken in use of technology and interactive white boards. The average cost was $1500.00 per teacher. Through PSP, National Partnerships and school professional learning funding staff were able to participate in a wide variety of learning experiences including the use of video conference facilities. School development days were used to implement quality teaching strategies and curriculum development.

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>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>125 864.48</td>
</tr>
<tr>
<td>Global funds</td>
<td>113 301.58</td>
</tr>
<tr>
<td>Tied funds</td>
<td>281 520.14</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>70 126.87</td>
</tr>
<tr>
<td>Interest</td>
<td>4 641.77</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2 398.05</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>597 852.89</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>14 187.74</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>14 187.74</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>13 361.56</td>
</tr>
<tr>
<td>Library</td>
<td>2 806.40</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4 954.46</td>
</tr>
<tr>
<td>Tied funds</td>
<td>248 812.26</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>32 872.72</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>44 565.55</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>19 980.54</td>
</tr>
<tr>
<td>Maintenance</td>
<td>13 244.29</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2 574.39</td>
</tr>
<tr>
<td>Capital programs</td>
<td>12 104.59</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>423 976.59</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>173 876.30</td>
</tr>
</tbody>
</table>
A full copy of the school's 2009 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 2009

Achievements

Arts
The school had a strong commitment to creative arts in 2009. Creative arts provide all students with opportunities to improve their self-esteem, self-confidence and artistic talents. Students who are gifted and talented in the arts are encouraged to experiment with and explore their personal artistic interests.

Highlights of the 2009 creative arts program include:
- The participation of our school dance group in a variety of performances around the region.
- The Masterpiece Art Show in which all students displayed art works from the visual art program.
- Our involvement in the North Coast National Show where our dance group students performed to an enthusiastic audience.
- Student performances during Education Week, National Aboriginal and Torres Strait Islander Week and National Literacy Week.
- Art and craft activity groups were run during Term 3 for all students. Various art and craft techniques were taught and students did an expo of their completed projects as part of our annual school major performance.
- Each class preparing an item for presentation at the annual school major performance – attended by over 350 community members.
- Gifted and talented students competed in the Tournament of the Minds receiving tournament honours.
- Weekly assembly performances provided opportunities for students to perform in front of the fellow students and parents.

Sport
Our school’s sporting aim is to provide all students the opportunity to experience a wide selection of sports. During Friday sport, students experienced dance, team sports and leisure sporting activities. The teamwork, interest, confidence and fitness levels of our students have shown marked improvement.
- Students competed in the athletics, swimming and cross country carnivals at school, district, zone and regional levels.
- During lunchtime, students participated in sporting activities, which promoted fair play, cooperation, and playing to the rules. Additional staff on playground duty supervised this project.
- Students in K-2 participated in water safety programs to improve water confidence, stroke correction and life saving techniques.
- Students represented the school in the NSW Primary Schools Sports Association (PSSA) state knock out in touch football, hockey and softball.
- We had students selected in the North Coast PSSA hockey touch football, hockey and athletics teams.

Other
The students and school are encouraged to achieve success by:
- Positive promotion of student achievements through class awards, Principal awards and recognition in Newsletters.
- Recognition of support for community events through a community participation award.
- Students being actively represented on a student council to run activities and raise money to purchase equipment and donate to charity.

Opportunities being provided for students to participate in activities such as PSSA sport, Tournament of the Minds, Cultural Days and School Excursions.

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)

Average progress for matched students from Years 3 to 5 at Coraki PS was above state averages in Reading and Numeracy while Writing was just below state average.

Literacy – NAPLAN Year 3
Grammar and punctuation, writing and spelling displayed similar results with 60% of students being in Bands 1, 2 or 3 and 40% of students being in Bands 4, 5 or 6. Reading had 70% of students in Bands 1, 2 or 3 and 30% of students in Bands 4, 5 or 6.
Numeracy – NAPLAN Year 3

Percentage of students in bands: Year 3 numeracy

Literacy – NAPLAN Year 5

Reading, spelling and grammar and punctuation displayed similar results with 69% of students being in Bands 3, 4 or 5 and 31% of students being in Bands 6, 7 or 8. In writing 62% of students were in Bands 3, 4 or 5 and 38% of students in Bands 6, 7 or 8.

Numeracy – NAPLAN Year 5

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 reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>59</td>
</tr>
<tr>
<td>Writing</td>
<td>69</td>
</tr>
<tr>
<td>Spelling</td>
<td>75</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>56</td>
</tr>
<tr>
<td>Numeracy</td>
<td>69</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>84</td>
</tr>
<tr>
<td>Writing</td>
<td>74</td>
</tr>
<tr>
<td>Spelling</td>
<td>84</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>74</td>
</tr>
<tr>
<td>Numeracy</td>
<td>89</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

- Coraki Public School is located on the land of the Bundjalung nation. This is acknowledged with a welcome to country at school assemblies and functions. The school flies the Aboriginal flag alongside the national and state flags.
- The school implements an Aboriginal perspective throughout the school’s curriculum with all students learning about Aboriginal culture, history and language.
- Targeted learning programs are implemented to assist Aboriginal students to improve their literacy and numeracy skills.

Findings
- A local AECG was formalised with meetings held at least once a term
- Seven Aboriginal students attended the Transition to School Program each Monday and Tuesday. Each student has an individual learning plan, which is negotiated
with parents. Four students made the transition into Kindergarten in 2010.

- Stage 2 and 3 Aboriginal students participated in the Learning Assistance Program (LAP). Students were identified using the 2008 BST data. Ten students met program targets in the LAP.
- A successful NAIDOC Week celebration was held in June. Students, parents, staff and community members enjoyed a week of cultural activities.
- Excursions to significant Aboriginal sites and visiting Aboriginal performers provided students with opportunities to experience Aboriginal culture.

**Future directions**

- Encourage a broader community representation on the AECG.
- Personalised Learning Plans to be developed for all Aboriginal students in 2010.
- To work with Aboriginal families on goals and aspirations for students.

**Multicultural education**

The school recognises the need to focus on multicultural education as part of all curriculum areas. This will ensure that our students develop the skills, knowledge and attitudes required to be part of a culturally diverse society. For example students have engaged in integrated connected outcomes units (COGS) that focus on cultural diversity and cultural knowledge.

**Progress on 2009 targets**

**Target 1**

Literacy - 50% of students to achieve at or beyond National Minimum Standards in NAPLAN assessments (both Yrs 3 & 5) in Literacy.

**Our achievements include:**

- 65% of Year 3 students achieving at or beyond National Minimum Standards in NAPLAN - Literacy.
- 79% of Year 5 students achieving at or beyond National Minimum Standards in NAPLAN - Literacy.
- Comprehension levels across all grades improving – increased reading responses and benchmark levels across all grades.

**Target 2**

Numeracy - 50% of students to achieve at or beyond National Minimum Standards in NAPLAN assessments (both Yrs 3 & 5) in Numeracy.

**Our achievements include:**

- 69% of Year 3 students achieving at or beyond National Minimum Standards in NAPLAN - Numeracy.
- 89% of Year 5 students achieving at or beyond National Minimum Standards in NAPLAN - Numeracy.
- The North Coast regional Mathematics Scope and Sequence was implemented across Stages 2 and 3 to guide programming and planning.
- Staff professional learning in Getting Ahead in Numeracy and Moving on in Numeracy to supplement previous professional learning done in Counting On and Count me in Too.

**Target 3**

Technology - To provide staff and students with appropriate learning opportunities utilising the Interactive whiteboard and on-line learning.

**Our achievements include:**

- All classes having an interactive whiteboard installed and thus utilised during daily lessons.
- Classes participating in Video Conference learning with other schools and classes in various locations.
- Various support software and programs purchased to provide teaching and learning opportunities.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Funding Support for Integration and Literacy.

**Educational and management practice**

**Funding Support for Integration**

**Background**

An increasing number of students at Coraki PS are coming on to the Funding Support for Integration program and funding must be utilised effectively to best meet the needs of students.

**Findings and conclusions**

- Most parents of funding support students were happy with the programs and support being offered to their child.
- Teaching staff were appreciative of extra support from School Learning Support Officers in classes.
• Students have an extremely wide range of individual needs and appropriate professional learning must occur to meet these needs.

Future directions
• To research other successful programs in operation for students with identified needs and look at their possible implementation.
• The provision of appropriate professional learning for all staff.
• Personalised Learning Plans for all students to identify specific learning needs.

Curriculum
Literacy

Background
As part of our participation in the National Partnerships – Literacy program an evaluation was done of current literacy practices specifically relating to reading in the school and recommendations for future direction made on the findings.

Findings and conclusions
After extensive surveys, lesson and program observation the following points were highlighted in regards to the teaching of reading in the school:
• Staff, student and parent expectations varied and consistency in this area needs to be developed.
• Understanding and implementation of appropriate curriculum is vital to a successful and comprehensive literacy program.
• Student Personalised Learning Plans must be implemented for all students so that individual needs can be appropriately met and supported.

Future directions
• That the school develop and implement a whole school approach to the teaching of literacy with a specific focus on reading.
• The school revise its scope and sequence on reading and monitor its implementation K-6.
• That all staff participates in professional learning based on the effective use of data to inform quality teaching practices.
• That the school leadership team coordinate relevant professional learning to ensure staff sufficiently utilise their knowledge of syllabus and curriculum documents to effectively teach literacy.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
A survey of parents and was held in September 2009 about School Culture and the teaching of Literacy. Statements regarding the influence of school leaders on school culture, importance given to children and their learning, catering for children’s needs, finding ways to improve and understandings on the teaching of literacy were surveyed.

There was a 75% response rate to the parent survey. Almost 60% of responses indicated ‘almost/always’, with 25% in the ‘usually’ category. There were 13% in the ‘sometimes’ category and 2% in the ‘rarely’ category.

The survey reveals that we know our community well, we have positive influence on school culture, that the students are our main concern and they are appreciated (85% - 100% positive).

Areas that we may need to look at are encouraging children to do their best and finding ways to improve what we do and make necessary changes (70% positive, 30% negative).

Respondents also believed that the teaching of sound literacy strategies is paramount to student success and that they would like to have a more in depth understanding of ways to help their children in the home.

School development 2009 – 2011
A three-year school plan was developed in 2009 for 2009-2011.

Targets were set in Literacy, Numeracy and, Teacher and Leader Quality.

Targets for 2010

Target 1
Literacy - 65% of students to achieve at or beyond National Minimum Standards in NAPLAN assessments (both Yrs 3 & 5) in Literacy with growth from Year 3 to Year 5 for matched students above regional and state average.

Strategies to achieve this target include:
• Developing and implementing a whole school approach to the teaching of literacy with a specific focus on reading.
• Revision of the school scope and sequence on reading, monitoring its implementation K-6.
• Staff participating in professional learning based on the effective use of data to inform quality teaching practices.
Students with identified needs supported at individual levels.

Personalised Learning Plans with goals in Literacy for every student developed.

Our success will be measured by:

- Growth for matched students above state and regional averages in NAPLAN assessments.
- 65% or above of students in Years 3 and 5 meeting the National Minimum Standards in Literacy.
- School scope and sequence for reading implemented in all class programs with a consistent approach to the teaching of literacy in all classes.

Target 2

**Numeracy** - 65% of students to achieve at or beyond National Minimum Standards in NAPLAN assessments (both Yrs 3 & 5) in Numeracy with growth from Year 3 to Year 5 for matched students above regional and state average.

Strategies to achieve this target include:

- Staff participating in professional learning based on the effective use of data to inform quality teaching practices.
- Personalised Learning Plans with goals in Numeracy for every student developed.
- Students with identified needs supported at individual levels.
- Developing and implementing a whole school approach to the teaching of literacy with a specific focus on the number strand.
- Suitable hands-on resources being made available to staff and students.

Our success will be measured by:

- Growth for matched students above state and regional averages in NAPLAN assessments.
- 65% or above of students in Years 3 and 5 meeting the National Minimum Standards in Numeracy.
- A consistent approach to the programming and teaching of numeracy in all classes with evidence present in class programs.

Target 3

**Teacher and Leader Quality** - For staff to actively participate in the Team Leadership for School Improvement Program and actively participate in 2 lesson study lessons in Literacy.

Strategies to achieve this target include:

- Teachers engaging in professional learning of the Quality Teaching Framework to implement the Framework in the teaching of reading.

Our success will be measured by:

- Personalised Learning Plans for every student developed and implemented.
- Quality conversations held between staff, students and parents to develop joint high expectations.
- All teaching staff having participated in at least 2 lesson study lessons, implementing the Quality Teaching Framework into the teaching of reading.

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.

Matt Hobbs Principal
Gordon Bryant Assistant Principal
Barbara Gifford School Administrative Manager
Sue Martin P and C President

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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: