School context

Wirreanda public school is situated in Medowie, Port Stephens and is in the Hunter/Central Coast region of the NSW Department of Education and Communities (DEC). The school has an enrolment of 575 children. It serves a diverse community incorporating residential, RAAF housing and acreage properties. A significant percentage of students come from defence families, consequently the mobility rate is relatively high. Parents are involved in a range of aspects of the school including an active P&C fundraising committee.

The school focuses on quality literacy and numeracy and has shown growth in both areas. Significant achievements and important aspects of the school include the arts, the environment, gifted and talented education, technology and welfare programs.

Our staff is proud of the collegial culture and collaborative environment within which they operate. Commitment to ongoing professional learning facilitates increased engagement in learning, high expectations and enhanced student outcomes.

The Wirreanda Public School community believes in and values quality teaching, high expectations, collaboration and a quality learning environment. Our vision statement “Excellence and Opportunity in an Innovative and Supportive Learning Environment” embraces our core purpose and values.

Wirreanda Public School students are enthusiastic learners who personify our motto “Growing in Harmony”.

Principal’s message

I am proud to present the 2013 Annual School Report for Wirreanda Public School.

In presenting this report, I would like to recognise and celebrate the commitment and effort of the Wirreanda Public School Staff both teaching and administrative, for their endeavours this year. I am fortunate to have such professional colleagues to work side by side with each day.

At Wirreanda we value effective, quality learning for all. The school continues to provide students with outstanding opportunities to develop excellence in the academics, the arts, sport, leadership and citizenship.

The parent community is supportive of the school and its programs. Their attendance in the classrooms, at various school events and Parents and Citizens Meetings is evidence of this much appreciated support. Together we have developed strong partnerships which will continue to enhance our school environment.

This report recognises our celebrated achievements. I thank all involved with the school in 2013 for the efforts that brought about our success.

Our achievements include:

• Academic, cultural and sporting success.
• School community K-6 events.
• Artist in residence program.
• Indigenous Art Project.
• Comprehensive enrichment program.
• School facilities improvements.

Congratulations to all of the students and staff who have contributed to the many successes our school has enjoyed in the 2013 school 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.

Philippa Young.
P & C message

2013 has been another successful year in the P&C with new members and executive members taking on new challenges. 2014 has been a rebuilding year for us. We have been able to support the school with band subsidies, installation of wifi, and new fixed equipment funds ready for 2014.

2014 will allow us to consolidate our planning and fundraising.

Beck Hendry P&C President.

Student representative’s message

This year we have been fortunate to be the school captains of Wirreanda Public School for 2013.

Since the beginning of the year we have become more confident with speaking in front of large crowds of adults and children. We have learnt to be more responsible and we have enjoyed talking to new people and learning new things about leadership.

Throughout the year we took turns with the Vice Captains and the Prefects to comper the Monday morning assembly, as well as on official occasions, such as, Anzac Day, presentation day and the Education Week assembly.

Each year we have had a parliament of SRC representatives who have helped make the school a better place. The school SRC is made up of students who have been elected by their classmates to represent them in the SRC meeting with any problems or ideas they might have. This year the meetings have been quite successful in making our school a much happier place to be, as well as, raising money for organisations, such as, the Cystic Fibrosis Association.

We have also had the opportunity to be the first students to sit at the wonderful year 6 tables that the school and the P & C provided.

We have been fortunate to participate in many activities during 2013, such as, the year 6 farewell, Anzac ceremonies, Kindergarten orientations and sporting competitions, including the cross country, the athletics carnival and the swimming carnival.

We would like to wish the incoming captains good luck for next year and we are sure that they will do a great job leading the school. We would like to thank the staff and fellow students, particularly the prefects who helped us this year.

Hannah Bailey and Pierce Jones

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>2010</th>
<th>2011</th>
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<td>Female</td>
<td>285</td>
<td>291</td>
<td>286</td>
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The school has an enrolment of 573 students. As the school is located close to the Williamtown R.A.A.F base, children from Defence Force families make up approximately 36% of the school population.

Student attendance profile

<table>
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<tr>
<th>Year</th>
<th>2010</th>
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<td>94.4</td>
<td>95.1</td>
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<tr>
<td>1</td>
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<tr>
<td>Total</td>
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<td>93.9</td>
<td>93.8</td>
<td>94.3</td>
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<table>
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</thead>
<tbody>
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<tr>
<td>Total</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
</tr>
</tbody>
</table>
The School and Home School Liaison Officer monitors students’ attendance and punctuality. The school has high attendance expectations. Our data shows the average school attendance rate of 95.2%. This reflects the value and priority the school community places on good school attendance.

Management of non-attendance
Student attendance is continually monitored by the SASS staff and principal. Attendance is audited regularly by the Home School Liaison Officer. Where concern is raised by inappropriate attendance patterns parents are contacted directly or by letter to determine whether support is required to ensure a student attends as required.

Workforce composition

<table>
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<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>19</td>
</tr>
<tr>
<td>Part Time Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>1.05</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1.025</td>
</tr>
<tr>
<td>Support Teacher Learning</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Staff</td>
<td>4.062</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34.237</strong></td>
</tr>
</tbody>
</table>

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

In 2013 Wirreanda Public School had no staff members identifying as indigenous.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>86</td>
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<tr>
<td>Postgraduate</td>
<td>14</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>5 staff</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><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>449119</td>
</tr>
<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
<td>11185</td>
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<tr>
<td>Trust receipts</td>
<td>17993</td>
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<tr>
<td>Canteen</td>
<td>86625</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>1436451.00</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>53154</td>
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<tr>
<td>Excursions</td>
<td>75325</td>
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<td>Extracurricular dissections</td>
<td>58117</td>
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<tr>
<td>Library</td>
<td>7965</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
<td>90453</td>
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<tr>
<td>Administration &amp; office</td>
<td>96576</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>72819</td>
</tr>
<tr>
<td>Utilities</td>
<td>68824</td>
</tr>
<tr>
<td>Maintenance</td>
<td>19439</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>15322</td>
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<tr>
<td>Capital programs</td>
<td>95314</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>1078360.00</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>358091.00</strong></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

Arts
In 2013 the K-6 Creative Arts Syllabus and extracurricular dance programs continued to deliver strong educational and performance-based outcomes.

Delivered through the RFF program, the Creative Arts program nurtured and catered to the learning needs of all students, including our identified gifted and talented students.

Students enjoyed many opportunities to participate in school choirs, band lessons, the
school violin group, percussion group and both the infants and primary dance groups.
Performances were showcased in a variety of settings throughout the year.
These included:

- Irrawang High School Showcase
- Education Week
- ANZAC Day assembly
- School assemblies
- School Christmas Concert
- Medowie Carols by Candlelight

The Primary Dance Group were selected again via to perform at the Hunter Schools Dance Festival at Newcastle Panthers Club.
The band continues to grow following a $5000 donation by the P&C to subside band lesson costs. A new band tutor was employed; an instrument rental agreement was entered into and older brass instruments were sold or leased to students.

Our school’s sporting program included:

- Successful athletics, swimming and cross country carnivals.
- 60 Students from Years 2-6 participated in the two week intensive swimming scheme significantly improving the skills and confidence in the water.
- PSSA entries in the NSW Soccer, Cricket, Rugby League, Rugby Union, Netball and Touch Football Knock out competitions.
- All students participated in the NSW Premier’s Sporting Challenge and the majority of students attended The Dance 2b Fit and Sports in School Programs.
- The Rugby League team entered the Newcastle Knights Knock out competition as well as the Port Stephen’s Gala Day.
- Active after school program continues to be popular offering a range of sports.

Sport

Our comprehensive school program has helped promote a healthy lifestyle, good sportsmanship and provided many opportunities for our elite athletes to represent the school at zone, regional and state level.
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.

Multicultural education

Multi-cultural perspectives are studied in the context of the Connected Outcomes Group (COGs) units and within Creative Arts.

All Stages hosted Harmony Day activities including an amazing feast.

The school implements the Department of School Education policy in relation to Multicultural Education and Anti-Racism, with an Anti-Racism Contact Officer (ARCO) trained in 2012.

Significant programs and initiatives

Aboriginal education

Four percent of students identify as Aboriginal.

Overall, the outcomes achieved by these students are comparable to those of the school population.

In 2013 one student was successfully nominated for a Galuwa Scholarship.

An indigenous artist in residence program saw all indigenous students involved in the creation of 7 totem poles.

We also attended a cultural immersion day at Murrook, hosted by the local AECG.

Other programs

Environmental Education

Priorities for 2013 included the installation of additional garden beds, extension of garden fencing, creation of a composting box for the garden, back up water supply for the frog pond and continued collection of school paper waste for recycling.

School Gardens: During this year we were supported by Port Stephens Toyota, who donated a number of trees to our garden club.

The garden was also used as a teaching aide for students with additional learning needs as well as being used to assist in teaching of students about the value of work and the rewards of growing plants.

Recycling of School Paper Waste: Throughout the year we have continued to recycle waste paper through House With No Steps.

As a school we have continued to participate in the Clean Up Australia campaign.
Enrichment program

This year the Enrichment program started and has been highly successful. Almost 200 students from years 2-6 have had incredible opportunities to further develop particular interests or abilities, under the guidance of specialist teachers.

Some of the projects included our remarkable mural created in partnership with Irrawang High School; our Aboriginal totem poles and the school garden. During the year programs operated in debating, public speaking, the Newcastle herald writing competition, digital and traditional novel studies using online communication tools such as Edmodo, to network and share ideas. Mathematics challenge teams, robotics, bridge building, ukulele, recorder and band; choir, Tournament of the minds and our Author In Residence writing workshop.

Mrs Darcy worked with a number of enthusiastic and talented dancers to choreograph fantastic routines for Irrawang High School’s Showcase and the Hunter Schools Dance festival.

These inspiring activities combined with differentiation in the classroom have provided our students with enriching experiences across and beyond the curriculum.

School planning and evaluation

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:

- Regular data gathering K-6.
- Strategic evaluation by senior executive.
- Data gathering and evaluation.
- Executive evaluation.

School planning 2012—2014: progress in 2013

Literacy and Numeracy

Targets

1. Increase the proportion of students at or above minimum standard in Numeracy from 91% in 2011 to 92% in 2012 to 94% in 2013.

2. Average growth to meet or exceed state performance, including at least 75% of students achieving in the 25th percentile or above, with 25% above the 75th percentile.

3. Raised NAPLAN reading growth in the school, currently 49.3% (2012) to equal or better than the state growth by 2013.

4. Raised NAPLAN numeracy growth in the school, currently 39.4% (2012) to equal or better than the state growth by 2013.

5. School will increase by one level on the Analytical Framework Matrix, from level 1 to level 2 (Question 4), so that there is clarity and consensus about the school’s goals and expectations in literacy and numeracy.

Our achievements include:

- Target 1: Increased the proportion of students at or above minimum standard in Numeracy in year 3 to 97% and year 5 to 94% from 91% in 2012.

- Target 5: School increased by one level on the Analytical Framework Matrix, from level 1 to level 2 (Question 4), so that there is clarity and consensus about the school’s goals and expectations in literacy and numeracy.

- Target 3: Raised NAPLAN Yr 5 reading growth in the school, from 49.3% (2012) to 56.3% (2013).

- Target 4: Raised NAPLAN Yr 5 numeracy growth in the school, currently 39.4% (2012) to 50% (2013).

- Professional Learning targeting the learning continuum and utilise it to inform teaching and monitor student progress.

- Examined and share best practice literacy and numeracy methodologies across all stages.

- Guided reading evident in all class literacy programs and is supported across the school
through the purchase of quality guided reading materials.

- Working mathematically evident in all class numeracy programs and is supported across the school through the purchase of quality numeracy materials.
- Cyclic benchmarking and the Key into Inference program Years 3-6 Implemented.
- Phase 1 Focus on Reading 3-6 Implement.
- Collegial leadership and mentoring leading to best practice across the school.

Assessment and Engagement

Target
1. Maximise student engagement and demonstration of higher grades through the development of rich assessment tasks.
2. CTJ assessment implemented K-6 and used to inform quality teaching and procedures implemented to record and track student data.

Our achievements include:
- Implemented SENTRAL Markbook to record assessments and monitor grades.
- LMG writing rubric used K-12 for all writing tasks.
- NAPLAN data evident in teaching and learning programs to improve student outcomes.
- Documented process for collecting student performance information, establishing timelines and allocating responsibilities.
- Stages develop common assessment tasks and marking criteria, providing opportunities for teachers to collaboratively plan and build consistency in teacher judgment.
- School programs planned to support the interests and abilities of gifted and talented students.

Curriculum:

Target:
1. Teacher professional learning to develop understanding of the new syllabuses, incorporating the Australian Curriculum.
2. Teachers align current syllabuses and scope and sequences with the new syllabuses, incorporating the Australian curriculum, implemented in English, mathematics, history and science.

Our achievements include:
- Professional learning provided to staff on the new syllabus documents, incorporating the National Curriculum.
- Teachers participated in stage based workshops to align similarities and differences between current syllabuses and those introduced with the National Curriculum.
- Teachers developed scope and sequences.
- Teachers trialed the implementation of new syllabus documents, incorporating the National Curriculum.
- School based mathematics scope and sequence and program developed.
- School based literacy program and programming templates established.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan.

Enrichment Program

Background

In 2013 our school carried out evaluation of the Enrichment program which was implemented as a result of the 2012 Learning-evaluation. Our goals were to revise our GATS policy revised and implemented with the introduction of a comprehensive enrichment and extension program in place of the current streamed classes.

We gathered initial evidence of across the school of the enrichment implementation in determining future learning. As the program is
only 12 months old, conducting a comprehensive student achievement data analysis is not yet valid.

Findings and conclusions

• GATS policy revised and implemented with the introduction of a comprehensive enrichment and extension program.
• Cluster groups of high achievers were formed within classes.
• Over 200 students from yrs 2-6 accessed the enrichment program.
• 18 different programs were offered in the enrichment stream including:
  • Debating
  • Public speaking
  • Newcastle herald writing competition
  • Digital and traditional novel studies using online communication tools such as Edmodo, to network and share ideas.
  • Mathematics challenge teams
  • Robotics
  • Bridge building
  • Ukulele
  • Recorder
  • Band
  • Choir
  • Tournament of the minds
  • Author In Residence
  • Artists in residence
The GATS nomination and identification checklist was taken up by 35 families.

Future Directions:

Expand and refine the program
Greater meet the needs of GATS and high achieving students through differentiation in the classroom with the support of a teacher mentor.

Provide greater communication to parents regarding selection of children for enrichment programs and feedback on achievements.

Professional learning

In 2013 our professional learning addressed the development needs of the staff individually and collectively.

In 2013 additional global budget funds were committed to the professional learning of staff over and above the DEC allocation indicating our commitment to the learning and development priority for our staff.

All staff benefited from courses and activities accessed as part of their individual experience and requirements.

100% of teachers participated in professional learning activities and Staff Development days including: Implementation of the Australian Curriculum; Focus on Reading; the Literacy and Numeracy continuum; ICT; school planning and evaluation; child protection; emergency care; CPR; and diabetic awareness.

The executive team attended the Annual Executive conference for the fourth year in a row.

Average expenditure per teacher on professional learning in 2013 was $1285.

Total school expenditure on teacher professional learning was $37255

No new scheme teachers are working towards accreditation.
Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- 98% of families state Wirreanda P.S. is an attractive and well-resourced school, e.g. classrooms, library and grounds.
- 98% of families agree the school has a strong commitment to learning.
- 91% of families agree that the school is connected to its community and parental involvement is positive and helpful.
- 95% of families and all staff state the school maintains a focus on literacy and numeracy.
- 83% believe a wide range of extra-curricular programs, e.g. sport, music, drama, debating, etc, are offered compared with 98% of staff.
- 98% believe Wirreanda is a quality school.
- Students were overwhelmingly positive in all categories surveyed. Students responded positively to the types of lessons taught, the level of interest and the management of classroom teachers.
- Parents were very positive in their responses regarding the achievement levels of children and the support given to them.
- The use of technology to engage and support learning was another area that parents are very positive about.

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.

Philippa Young – Principal
Beck Hendry – President P&C Association
Susan Wilson – Deputy Principal

School contact information
Wirreanda Public School
Brocklesby Road
Medowie 2318
Ph: 02 49 82 8893
Fax: 02 49 82 8097
Web: www.wirreanda-p.schools.nsw.edu.au
Email: wirreanda-p.school@det.nsw.edu.au
School Code: 4564

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: