2010 Annual School Report
Coolongolook Public School

NSW Public Schools
Our school at a glance

Students
In December 2010 there were 30 students enrolled. Our class structure included a K-2 class and 3-6 class. Student numbers remained stable throughout the year.

Staff
In 2009 the school had a teaching principal, a permanent part-time teacher, a temporary teacher, a part-time Support Teacher Learning Assistance, and a part-time Teacher’s Aide.

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

Significant programs and initiatives
Throughout 2010 a wide range of programs were implemented, both new and ongoing, to support student learning.

These were:
- Literacy and Numeracy Initiatives
- Focussed School Support – Writing
- Accelerated Literacy
- Positive Behaviour for Learning
- Interactive Whiteboard Technology
- Learning Assistance Programs
- Norta Norta Program
- Music Program

Student achievement in 2010
Enter summary statements regarding school performance on external test measures (NAPLAN, ESSA, School Certificate, Higher School Certificate)

Messages

Principal’s message
Having been permanently appointed Principal of Coolongolook Public school in early Term 3, after wearing the Relieving Principals hat for 12 months prior, it is with pride and enthusiasm that this message is brought to you. Our Caring Polite and Friendly school is a very special place. Thanks go to previous Principals and their dedication to this wonderful little school.

We are most fortunate to have an excellent staff team working with the students. Students were indeed very lucky to share a very creditable staff expertise. Our ancillary Staff are also skilled in their delivery of what they do.. There are other very special members of our school community that have come our way, including excellent relief staff, two talented practicum teachers and three work Year 10 experience students. Also we were assisted by very capable Learning Support Unit personnel and our ever ready school counsellor.

Notable mentions to our tireless community volunteers, and to the many parent volunteers without whom we just would not be able to manage the way we do, many thanks.

It was wonderful to hear the stories of the past when we hosted Morning Tea here on the weekend of the hall celebrations. In 2011 we hope to further research the school’s history, setting up an area where visitors and parents can explore the history of Coolongolook Public School and Community.

We procured an Interactive Whiteboard in the 3/4/5/6 room from Global Funds early in Term 2, and our new Library swung into action.

Our Craft Room renovation was achieved for significantly less cost than we thought, again many thanks to our school community volunteers. This cost saving allowed us to purchase the next stage level of the Macmillan Critical Literacy program. With judicious programs and teacher professional development we have moved students close to and above regional and state levels in all areas of numeracy, and reading, grammar and punctuation, our Achilles heel is creative writing and we are doing our level best to lift this level as well. Students are to be congratulated on their
excellent results. Our results for Year 5 were exceptionally pleasing.

Our Accelerated Literacy program is reaping many benefits. We hope to expand on guided Reading programs in the coming year focusing on the four roles of the reader. Writing, Spelling, Homework and Home Reading programs will form the basis of the Literacy focus. Our scope and sequence for mathematics is working well having quality teaching outcomes.

Concentrating on Computer Professional Development, meant ALL teachers received Interactive Whiteboard training and Connected Classroom training.

Another area of growth for our school has been our more settled playground. This has been a result of two strategies. Improved behaviour management and improved student attitude using Positive Behaviour for Learning (PBL) strategy. Our Values program and the No-Bullying program is creating a quality learning environment for the students to work and play in.

The school canteen fired up again this year after a significant time out - with great success. Thanks to all involved with this.

Our P&C has been active. This year has seen a restructuring begin, with excellent results!

Support from our local community has been ongoing over the years, and we value this support greatly. I should mention the CWAG group, the Fire Brigade, B.P. and Caltex Service Stations’.

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.

Pamela Everingham

P & C message

2010 has been a productive year for the P&C with the stabilization of the school structure, new P&C members and the reopening of the school canteen one day a week.

We welcomed a new Treasurer and continued with some familiar faces in the roles of President, Vice-President and Secretary, we were also very glad to welcome Pam Everingham as our School Principal.

The uniform ordering was reorganized, and many new uniforms printed to give the students a cohesive look, one our school can be proud of.

The Canteen reopened, providing healthy morning teas and lunches to the students one day a week.

We continued our fundraising program with a Fun Run, Car-Boot Sale, Living Seed Fundraiser and Raffles.

We held a Mother’s and Father’s Day stall. P&C donated money to help pay for school activities, and to assist with electrical work necessary for the installation of the IWB.

2010 was a new start for the P&C and 2011 should see the organization grow and expand.

Jeni Locke (P&C President)

Student representative’s message

It has been a privilege to lead our SRC in 2010.

SRC has organized various fund raisers including Hot Dog Days for SRC funding, Harmony Day for Haiti Earthquake victims and Pyjama Day for World Vision.

Year 6 leaders attended the Impact Leadership Conference at Forster.

We have been actively involved in the schools environmental, recycling, art and craft, library, computer technology, sport and reward day organization.

Our presentation to the school this year included a wide selection of sandpit equipment. The sandpit is a very popular place at our school! It has been a very rewarding and productive year and very satisfying to lead our regular SRC Meetings.

Steene Douglass SRC President
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
Enter text and the appropriate graph from data sheet here

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>13</td>
<td>15</td>
<td>18</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td>17</td>
<td>17</td>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.4</td>
<td>93.5</td>
<td>86.4</td>
<td>96.3</td>
<td>87.9</td>
</tr>
<tr>
<td>1</td>
<td>93.5</td>
<td>96.0</td>
<td>87.9</td>
<td>95.7</td>
<td>92.0</td>
</tr>
<tr>
<td>2</td>
<td>96.3</td>
<td>90.0</td>
<td>96.3</td>
<td>93.1</td>
<td>94.5</td>
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<tr>
<td>3</td>
<td>92.0</td>
<td>94.5</td>
<td>92.0</td>
<td>94.5</td>
<td>94.5</td>
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<td>4</td>
<td>99.3</td>
<td>93.1</td>
<td>99.3</td>
<td>93.1</td>
<td>99.3</td>
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<tr>
<td>Total</td>
<td>92.8</td>
<td>94.1</td>
<td>92.3</td>
<td>95.1</td>
<td>95.1</td>
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Management of non-attendance
Regular attendance at school is essential to assist students to maximize their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of students. We do this by providing information in weekly newsletters and information booklets about attendance. School attendance has improved significantly in the past two years.

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 2010 class size audit conducted on Wednesday 17 March 2010.

<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>K/1/2</td>
<td>K</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>3</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>3</td>
<td>16</td>
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<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>6</td>
<td>16</td>
</tr>
</tbody>
</table>

Structure of classes
As Coolongolook is a small school students are placed into two multi-grade classes. Extra support has been given to both of these classes.

Staff information
Our school has one permanent teaching Principal, a permanent part-time teacher, and two temporary teachers.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Priority School Funding Scheme</td>
<td>0.1</td>
</tr>
<tr>
<td>Primary SS Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>(SASS)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3.232</td>
</tr>
</tbody>
</table>

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

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
Date of financial summary: 30/11/2010

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>63,577.16</td>
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<tr>
<td>Global funds</td>
<td>50,222.17</td>
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<tr>
<td>Tied funds</td>
<td>40,533.14</td>
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<tr>
<td>School &amp; community sources</td>
<td>9,726.71</td>
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<td>Interest</td>
<td>3,001.58</td>
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<tr>
<td>Trust receipts</td>
<td>1,584.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>168,645.11</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>19,342.46</td>
</tr>
<tr>
<td>Excursions</td>
<td>3,356.95</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>1,807.84</td>
</tr>
<tr>
<td>Library</td>
<td>3,219.15</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>40,548.71</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>3,983.32</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>23,764.66</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>5,225.63</td>
</tr>
<tr>
<td>Maintenance</td>
<td>4,931.72</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1,508.99</td>
</tr>
<tr>
<td>Capital programs</td>
<td>13,613.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>121,302.43</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>47,342.68</strong></td>
</tr>
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</table>

A full copy of the school’s 2010 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 2010

### Achievements

#### Arts

Again 2010 provided many opportunities for the students to experience a variety of artistic activities.

Our whole school choir took part in the Australia-wide Music for Life Program for the second year. We successfully performed in Education Week celebrations at Stockland Mall Forster and as part of the Myall Learning Community combined choir at Tea Gardens. The Choir won its section in the Taree Eistedfod. Assembly performances were also on the agenda on significant occasions.

Environmental Artworks were completed for the Great Lakes Council Waste Watchers Calendar. Students successfully competed in the Bulahdelah Show Art and Creative Writing Competitions. The school again competed in the Stockland Star Competition at Forster Mall. We did not win it this year but received many notable mentions.

A school Public Speaking Competition was launched this year, the winners at the school level then participated in the Bulahdelah Show Public Speaking competition, performing with merit.

#### Sport

Combined small schools sport days were enjoyed on several occasions during the year.

Students took part in a Rugby Union Day, a Hockey Day and a Soccer Gala Day. All students developed their game skills, cooperation and team work skills whilst enthusiastically participating in these days.

At the Small Schools Swimming Carnival held in Gloucester, Coolongolook students took out both the 11 and 12 year old boys championships.

The small Schools Athletics carnival held at Tuncurry was another sporting highlight, with Junior Girl and Senior Boys champions awarded to Coolongolook students.

#### Other

Educational and exciting! Excursions that the school were involved in this year included the Year 5/6 Canberra excursion; the K-6 Myall Lakes Rainforest Loop Walk and an excursion to the very historic local Cemetery as well as local places of interest.

![Self-guided walk – National Botanic Gardens.](image)
Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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)

Due to the small number of the cohort in Year three and five reporting on student performance will be in narrative form to ensure that due consideration is given to privacy and personal information policies.

Literacy – NAPLAN Year 3

Unfortunately our cohort is too small to comment upon here due to privacy issues.

Numeracy – NAPLAN Year 3

Unfortunately our cohort is too small to comment upon here due to privacy issues

Literacy – NAPLAN Year 5

Five year five students sat the 2010 NAPLAN tests in Literacy. In overall Literacy all students were in Band three or higher. In spelling the majority of students were in the top three bands performing above state in bands 6,7 and 8. There was representation in band 8 in reading, spelling, grammar and punctuation and writing. Trend data indicated we are above regional average in overall literacy.

Numeracy – NAPLAN Year 5

Five year five students sat the 2010 NAPLAN tests in Numeracy. In overall numeracy students performed in bands 4 to 8. Trend data indicated we are well above regional average in overall numeracy.

Progress in literacy

One hundred percent of matched students achieved significant growth between Year 3 and Year 5.

Progress in numeracy

One hundred percent of matched students achieved significant growth between Year 3 and 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 2010**

Unfortunately our cohort is too small to comment upon here due to privacy issues

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

In 2010 there were 6 aboriginal students enrolled at the school.

The school has developed a strong commitment to ensure that all students are aware of and respect Aboriginal history and culture as well as contemporary Aboriginal Australia.

Each child has a Personalised Learning Plan, that students, teachers and parents have jointly signed.
**Multicultural education**

All classroom teachers ensured that multiculturalism was a fundamental value taught and that culturally inclusive teaching strategies were used.

Teaching and learning programs were undertaken promoting the understanding and appreciation that Australia has been multicultural in nature throughout its history. The Connected Outcomes Units provide excellent references and teaching materials to reinforce this.

**Respect and responsibility**

In Term One we follow through a weekly Values Unit. This is based on a Program called the V-Kids Program for years 3/4/5/6 and Franklin Books in K/1/2.

Our Caring, Polite and Safe mantra is constantly repeated throughout. All students are then reminded of the Value of the Week throughout the year.

Student responsibility has been extended with greater SRC responsibilities, and a settled classroom and playground environment can be attributed to the values, anti-bullying and Positive Behaviour for Learning Program.

**Connected learning**

Whilst we have secured an Interactive Whiteboard in the 3/4/5/6 room, we are still awaiting our Connected Classroom facility.

**Progress on 2010 targets**

**Target 1**

*To continue to increase levels of literacy achievement of all students.*

Our achievements include:

- Successful use of Macmillan Critical Literacy reading program to improve comprehension skills
- Improved writing and Reading results are evidenced in the NAPLAN results.
- Teachers completed Professional Learning in Accelerated Literacy and Grammar workshops.
- Technology is used to enhance literacy tasks and assessments for all students.

**Target 2**

*To continue to work towards an improvement in behaviour of all students.*

- An improved learning environment in the playground and the classroom has been the result of Positive Behaviour for Learning Program, Values Program, increased student responsibilities and anti-bullying program.
- Students are aware of what a Caring, Polite and Safe learning environment looks and feels like.
- Positive reinforcement is given to students. All students have an Award Ladder and student assemblies are a celebration of student success.

**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 2010 our school carried out evaluations of our PBL Program and Literacy, focusing on Creative Writing.

**Educational and management practice**

An independently administered Effective Behaviour Survey was undertaken throughout the school in August 2010. This Schoolwide Evaluation Tool aimed to determine how accurately school-wide PBL is being implemented. It consisted of a number of evaluation questions that were divided into seven subscales.
**Background**
Positive Behaviour for Learning was implemented in the school late 2009. Behavioural expectations were reviewed and student welfare, discipline and reward system revamped. The school has large water dragons (lizards) that inhabit the grounds. These became the mascot for our Caring Polite and Safe school.

**Findings and conclusions**
- The schools social behaviour and values program is well organized,
- The staff competently use the reward system,
- There is sound evidence that the staff respond consistently to student behaviours.
- The school leadership has embedded PBIS goals into the overall goals and operations.
- Regional personnel and allocated funding have been utilized efficiently.

**Future directions**
- Revisit data collection procedures, maybe adding more details of time and place.
- Poster in prominent place with the discipline policy clearly stated, and how staff and community agree upon Coolongolook’s motto of being Caring, Safe and Polite.

**Curriculum**
A concentrated effort to improve Creative Writing across the school saw the involvement of Focused School Support in Term 4, this will be ongoing.

**Background**
Whilst NAPLAN Literacy Results in reading, vocabulary, spelling and grammar improved to above state and regional standards, writing did not.

**Findings and conclusions**
Students were asked to complete a benchmark writing exercise.

- From this staff recognized the need to concentrate on sentence structure and punctuation.
- Literacy Consultant for the district was made available to us, the NAPLAN Writing Scale was analysed by all staff, and teaching strategies devised.

**Future directions**
Students will continue to be given feedback about sentence structure and punctuation. Strategies employed across the whole school – like Sentence of the Week Competition, will remain in place.

**Parent, student, and teacher satisfaction**
In 2010 the school sought the opinions of parents, students and teachers about the school. This evidence was amassed as part of private conversations with parents, caregivers, community members, students and teachers.

- Students indicated their areas of greatest satisfaction were the play equipment, the sandpit and handball.
- Other areas of student satisfaction were Sport Days, reward days and completing interesting activities in the refurbished Craft Room.
- Parents have been generally satisfied with the schools Caring, Safe and Polite mantra; the high standard of teaching; the music program and the arrival of the Interactive Whiteboard.
- Students, parents and teachers all acknowledge the need to incorporate technology at a higher level into the curriculum.

**Professional learning**
Professional learning was given high priority in 2010 in order to provide quality teaching and learning experiences for the students. Most professional learning was linked to school targets. Professional learning on school development days included Student Welfare Policy, Child protection Updates, Keep them Safe training, Assessing using descriptors and rubrics, and
reviewing school targets in line with Literacy and Numeracy Programming.

Courses attended during 2010 included:
- Best start initiative for kindergarten
- Accelerated Literacy
- Quality Teaching
- Celia Lashlie
- Prioritising Grammar
- Interactive Whiteboard Training
- Connected Classroom training.

School development 2009 – 2011

The following targets will be a major focus for the students’ learning and for teacher professional learning in 2011. We have three major focus areas literacy, numeracy and student engagement.

Targets for 2011

Target 1

That teaching strategies focusing on the NAPLAN writing category descriptors of sentence structure and punctuation see an improvement in using these descriptors to the appropriate grade level, K-6.

Professional development began Term 4, with the school receiving Focused School Support (Literacy Consultant advice) in order that Writing could be improved throughout the school.

Strategies to achieve this target include:
- Staff devising an overall Assessment Rubric for a piece of creative writing.
- Category descriptors were used to create the basis for data to be kept on all students. Major focus areas were identified as Sentence Structure and Punctuation.
- Teaching strategies reviewed in consultation with Literacy Consultant.

Our success will be measured by:
- Improvement by all students in writing sentences, benchmarking using category descriptors each Term.
- Improvement by all students in using punctuation correctly in independent writing, benchmarking using category descriptors each Term.

Target 2

That the areas of place value and times tables and problem solving be focused upon throughout mathematics K-6.

Assessment data reflects a need to concentrate on these areas in numeracy in particular K-6.

Strategies to achieve this target include:
- Continue plotting students on mathematics Continuum.
- Using appropriate strategies from Best Start Testing, Scheduled Early Number Assessment testing (SENA 1 and 2).
- Partnership between home and school continue to be strengthened through sessions focused on numeracy learning.

Our success will be measured by:
- Term and semester assessments, running records and diagnostics tests showing growth for each student.
- Teacher participation in professional learning, in particular, Best Start.
- Explicit teaching of number strategies evident in teaching and delivery.
- Information technology usage evident in the teaching of numeracy; and
- Implementation and evaluation of parent numeracy sessions.

H.S.I.E. and Science Rainforest Diorama’s
Target 3

That the school provides students the opportunity and environments to successfully continue the Positive Behaviour for Learning process commenced.

School data shows - increased attendance at school by students; an affirmative classroom and playground learning environment and encouraging improvements in students learning outcomes. The process is embedded and can be built upon.

Strategies to achieve this target include:

- Ongoing assessment of the environment identifying new areas of need and broadening the process.
- Teachers, students and community work on delivering interesting and constructive activities in the playground.

Our success will be measured by:

- Continued positive attendance data.
- Increased student participation in playing and communicating using social interaction reflecting the schools Caring, Polite and Safe principles.

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.

Pam Everingham - Principal
Jan Oxford - Teacher
Cathy Walker - Teacher
Trish Drummond-School Administration Manager
Jeni Locke - P & C President
Peter Mason - Community Member

School contact information

Coolongolook Public School
Lombard Street, Coolongolook.
Ph: 4997 7183
Fax: 4997 7232
Email: coolongolo-p.school@det.nsw.edu.au
Web: www.coolongolo-p.schools.det.nsw.edu.au
School Code: 1627

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:


Coolongolook PS – Caring, Polite, Safe