



Education &
Communities

Congewai Public School Annual School Report 2014



1822

School context statement

Congewai Public School is situated in the picturesque Congewai Valley, approximately 20 kms from the Cessnock City Centre, with a long history of providing excellent education to its students for more than 125 years. The Valley is a traditionally rural farming area with the school as its community hub, receiving strong community support. We are proud to continue that tradition with our school facilities such as our school hall and tennis courts, utilized by the Congewai Community for such things as the local Land Care meetings and social gatherings, with many members of the community attending school hosted events throughout the year.

We believe that our student's education is a collaborative effort, with teachers, parents and family members, combining to create the best possible learning environment for our children. Our multi-age classrooms provide a rich learning atmosphere where the enquiring mind is encouraged and developed, where individuality is a focus. We are a well-resourced school with technology supporting our learning programs in all curriculum areas, allowing access to learning opportunities across both Australia and the wider world.

Our school fosters a welcoming ethos, with a strong emphasis on the natural world, giving a truly unique opportunity to learn and to grow well rounded learners, ready for the 21st Century and beyond.

Principal's Report

I'd like to congratulate our students, staff, parents and learning community for creating another year of wonderful opportunities for learning and achieving.

I would like to thank Ms Carrie Sewell, Acting Principal during term 1, for creating such a strong framework for the start of the school year, and for making it such an easy transition into my commencement of duty in term 2.

We've certainly had a busy year, with many new programs and adventures, opportunities to showcase our learning and school to parents, family members and community, excursions and incursions to extend our learning, all while working hard to provide both a visually welcoming school and an environment where our students enjoy spending quality time.

Our students, during 2013, have continued to strive in academic, sporting and creative pursuits. Our school continues to focus on the development of the whole child. Strong and effective student programs permeate all school activities, with a focus on our PBL core values of Respect, Responsibility and Ready to Learn. We have a strong K-6 ethos fostered through Kindergarten and senior buddies; K-6 assemblies; whole school playground areas; and school functions.

We're very lucky to have such enthusiastic teachers at our school providing enriched learning tasks within a differentiated program for students, ensuring success for all. Our school fosters quality teaching and learning with a strong emphasis on literacy and numeracy giving opportunities for students to participate in many extra-curricular programs and activities as outlined in this report.

Our participation in the Early Action for Success initiative has allowed us to develop learning programs to enhance the learning opportunities for our students, with our staff undertaking professional development to better create tailored learning rich tasks, for each student.



In keeping with our sustainable practices ethos, we undertook participation in the Stephanie Alexander Kitchen Garden program. This cross curricular program has given our students, K-6, the knowledge and skills to create gardens and learning environments, to explore great foods and to cook scrumptious meals for all to share, and to become responsible school citizens.

I would like to acknowledge the contribution of our school staff to the successes of the year, and thank them for their strong dedication and professionalism, for giving up so much of their own time, to ensure the continued betterment of

our school. Much of our successes of the year would not have been possible without them.

I would like to thank the P&C and our parent community for providing such terrific support for our students and their endeavours, for the financial support the P&C has provided for both artistic and sporting access, and for such a warm welcome to me and the ongoing support for all that we do as a school community.

Mrs Donna Stackman

Principal

P&C Report

The P&C has had another great year throughout 2014 through supporting the school community, its students and teachers. P&C events have included:

- Easter Raffle
- Terrigal Trotters BBQ

We'd like to thank the Ellalong Hotel Social Club for their continued support through their weekly Joker & meat raffle. With the funds raised the P&C funded a six week print making art workshop with a local artist and provided funds for the children to participate in a tennis program with Chris from Cessnock Tennis.

Funding was made available for children to attend the senior excursion to Canberra as part of the Small School's Excursion group, enabling students to foster and maintain friendships with students from the Cessnock area's other small schools.

Our P&C also provided funding for 5 art lessons and tennis lessons during term 1 and 2.

The P&C provided lunch during the end of school excursion to Newcastle's Nobbys Beach for the school's Beach Safety Days.

The P&C members have strongly supported the school's fundraising efforts and whole school events throughout the year, assisting them in their successes.

Proud to be part of the School's Presentation Day, we were pleased to present each student with a book of their choosing to recognise their year's success in learning.

As this was my last year at Congewai Public

School I will step down as P&C President at 2015's AGM and I would like to take this opportunity to thank the P&C for the amazing support and friendship I have received. I have enjoyed my time in the P&C in all roles big and small and I will miss our fabulous school community.

Joanne Arnott, P&C President



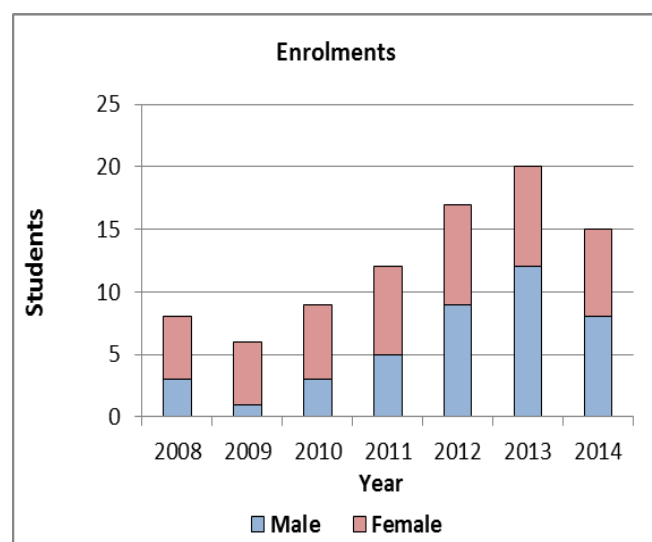
Student information

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

Student enrolment profile

Congewai Public School is recognised within the wider community for a diverse range of outstanding programs.

Gender	2009	2010	2011	2012	2013	2014
Male	1	3	5	9	12	8
Female	5	6	7	8	8	7



Student attendance profile

Year	2009	2010	2011	2012	2013	2014
K	90.4	96.8	98.8	97.8	97.4	97.3
1	96.8	na	98.3	98.9	92.6	93.5
2	97.9	98.4	84.4	97.8	96.6	92.9
3	na	93.1	97.8	95.7	98.5	99.5
4	92.6	na	97.2	98.9	94.4	96.7
5	94.7	100.0	100.0	99.5	99.4	96.4
6	na	89.7	97.8	98.9	98.9	98.4
Total	95.7	94.6	97.2	98.1	96.2	96.1

Management of non-attendance

Regular attendance at school is essential to assist students to maximize their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Encouraging regular attendance is a core school responsibility.

Class rolls are marked daily and monitored regularly by the class teachers for patterns of students' partial or non-attendance. The Learning Support Team monitors the attendance of students. If a concern is identified, the team works with the student, parent and class teacher to improve attendance.

Parents are contacted by the school and informed of their responsibility to ensure children attend school regularly. The support of the Home School Liaison Office is sought if required.

Congewai Public School staff:

- provide a caring teaching and learning environment which fosters students' sense of belonging to the school community
- maintain accurate records of student attendance
- implement programs and practices to address attendance issues should they arise
- provide clear information to students and parents regarding attendance requirements

and the consequences of unsatisfactory attendance

- keep notes and records of verbal explanations for absences and retain these for two years from the date of receipt

Workforce information

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

The staff at Congewai were led by the acting teaching principal, Ms Carrie Sewell during term 1, with Mrs Donna Stackman appointed as teaching principal at the commencement of term 2. A part-time teacher, Mrs Sue Woodward provided Learning Support one half day per week with Mr Jarred Cagney joining the staff as part time teacher during semester 2. We employed Miss Gabrielle Naysmith as our Student Learning Support Officer with Mrs Benita Van Der Wel providing library and technology lessons one day per fortnight.

Ms Mandy Dunstan was the fulltime School Administrative Manager, Wayne Blake was our part-time General Assistant and Jo Hobday, completed our staff as the school cleaner.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	
Assistant Principal(s)	
Head Teachers	
Classroom Teacher(s)	0.21
Teacher of Reading Recovery	
Learning and Support Teacher(s)	0.1
Teacher Librarian	
Teacher of ESL	
School Counsellor	
School Administrative & Support Staff	1
Total	2.31

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There is one indigenous staff member at Congewai Public School.



Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	100

Professional learning and teacher accreditation

In accordance to our Early Action for Success strategies, staff undertook training in Language Learning and Literacy (L3) to enable staff to raise the literacy levels of our K-2 students.

As a school with a keen involvement in the natural world, we enhanced that with our involvement in the Stephanie Alexander Kitchen Garden program. Staff undertook two learning days where they learnt how to deliver lessons in both cooking and gardening and linking that into all aspects of the curriculum.

To develop skills within the PDHPE curriculum, staff undertook training in the Live Life Well program. This was delivered across our school and linked to our Kitchen Garden program.

Staff undertook on-line training in PLAN, the new mathematics syllabus, and attended, along with the annual CPR and first aid training.

The staff participated in the following courses:

- Regular fortnightly STLA meetings
- Emergency Care
- Asthma Training
- ASCIA - Anaphylaxis training
- Child Protection
- Workshops in the National Collection of Disabilities & Data Disability framework
- PLAN on-line training and updates
- Autism Training and Information sessions
- Premier's Sporting Challenge
- Classroom Management Strategies
- Sentral training
- Google docs and implementation within school settings
- Road Safety
- Public Speaking

The school's office manager and principal attended courses in financial management and workshops in Local Management, Local Decisions in preparation for the changes which all schools will undertake as their everyday operation.

School principal, Mrs Stackman, attended regular local management meetings as part of the Cessnock Community of Great Public Schools and Maitland's Primary Principal's meetings, as part of her professional development and learning.



Beginning Teachers

Our school does not have any permanent beginning teachers on staff.

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	30/11/2014
Income	\$
Balance brought forward	48200.59
Global funds	44429.91
Tied funds	62041.11
School & community sources	4382.70
Interest	1404.59
Trust receipts	1919.65
Canteen	215.85
Total income	162594.40
Expenditure	
Teaching & learning	
Key learning areas	24234.29
Excursions	1098.30
Extra curricular dissections	1942.49
Library	517.56
Training & development	6721.45
Tied funds	37632.51
Casual relief teachers	4496.60
Administration & office	19248.73
School-operated canteen	257.80
Utilities	5635.06
Maintenance	8803.52
Trust accounts	1517.82
Capital programs	0.00
Total expenditure	112106.13
Balance carried forward	50488.27

A full copy of the school's 2014 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 2014

Congewai Public school provides students with a wide range of enriched educational opportunities. There have been many notable achievements in many areas this year.

Stephanie Alexander Kitchen Garden Program

During 2014 we successfully applied for involvement in the SAKGP. Our involvement in this program ensures our children are learning how to **grow, harvest, prepare and share** fresh, seasonal food.



The fundamental philosophy that underpins pleasurable food education is that by setting good examples and engaging children's curiosity, as well as their energy and their taste buds, we can provide positive and

memorable food experiences that will form the basis of positive lifelong eating habits.

Kitchen Garden Schools deliver regular kitchen and garden classes, enabling skills-based learning that extends across the entire school curriculum. Teachers were provided with comprehensive training and resources to deliver the Kitchen Garden Program.

As participants in the Kitchen Garden Program, years 3-6 children spend structured time in a productive veggie garden and home-style kitchen as part of their everyday school experience. There they learn skills that will last them a lifetime, and discover just how much fun it is to grow and cook their own seasonal vegetables and fruits. This program links in with the school's Environmental Education Program.

Environmental Education

Our school is unique in its environment, situated in the midst of bushland, hosting many creatures and eco spaces. Our students planned many outdoor learning areas and created them during 2014, to enhance our learning spaces and to create visual beauty throughout our school.

Our students entered and won the 2014 Green Kids Award. A video was storyboarded, scripted, filmed and produced showcasing the environmental initiatives of Congewai Public School. The winning prize was a personal visit

from DirtGirl.



Students also participated in the National Bird Count for the first time, finding more than 70 species of bird life just in our school grounds.

Publicspeaking

The Cessnock Community of Great Public School's Speaking Competition aimed to promote, support and develop students' skills in public speaking. In 2014, each student from Congewai Public School, prepared and delivered a speech on a topic of their choice to their class, with chosen by their peers to represent our school Public Speaking Competition which showcased the best public speakers in the region. Our three students spoke very well and were a credit to our school.

Student Leadership Program

Senior students at Congewai Public School had many opportunities to demonstrate their leadership capabilities, through participation in daily school endeavours, specialised learning programs such as the GRIP Leadership program, leading school assemblies, and making decisions on future directions and learnings as part of the school's leadership team.

Arts

In conjunction with our neighboring like school, Wollombi Public School, we hosted specialized art programs with artist/teacher Mrs Kathryn Wittmann, specializing in visual arts and sculpture. These two days immersed students in

many aspects of creative arts and built friendship relationships between students of our two schools.



Enhancing learning through Technology Program

We created our technology program during 2014, designed to enhance direct teacher instruction through the use of such methods as flipped classroom, ipad usage, specialised learning programs such as Mathletics, Reading Eggs, Studyladder and Sumdog, designed to further differentiated learning for each student. Through small group and rotational learning, students are encouraged to be responsible for their own learning and enquiry, enabling teacher targeting for specific learning needs.



Our school regularly video conferenced with other campuses, sharing learning experiences and investigative tasks with students from many schools both small and large.

Students built solar vehicles and windmills, designed and programed robots, created ibooks and presentations to demonstrate learning,

websites for information gathering and identified future learning needs and progressions.

PBL – Positive Behaviour Learning

Our core values of Respect, Responsibility and Ready to Learn, were fully explored this year, with the students designing their learning focuses through each of the core values. These values were shared with parents and community through each assembly. Students fostered these core values through the development of the school's student expectations list.

Academic achievements

NAPLAN

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

During 2014, 2 year 3 students participated in NAPLAN assessment along with 4 year 5 students. Due to our small numbers, tables will not be represented in this report.

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.

Other achievements

Sporting Programs

During term 1, our students attended the Small School's Swimming Carnival as part of the Community of Small Schools. Our students proudly represented our school, participating in most of the events.



During term 2, our students joined 4 other small school in the Small School's Athletics Carnival

with our primary team attending the zone relay to compete in the P6 School's category.

Intensive Swimming

Students joined Laguna Public School in Intensive Swimming Lessons. These lessons ensure students are water safe and are ready to swim. Students enjoy these weekly lessons and are able to develop friendships with students from our other participating schools.

Beach Safety Days

To further our intensive swimming lessons, our students travelled to Nobbys Beach in Newcastle for intensive Surf and Beach Safety Days. Over two days, our students learned how to be safe on the beach, how to tell unsafe surf conditions including how to identify rips, how to swim safely in the surf and how to ride a surf board.



Community Engagement

During 2014, our school undertook many enterprises to foster community engagement and support. These have been extremely successful and many have been added into the school's annual calendar:

- Grandparents Day
- Pirate Day
- Book Week Family Day
- Shave for a Cure
- PJ and pancake day
- Pizza and movie night
- Mother's Day and Father's Day
- Easter Celebrations
- ANZAC Day
- Carols at Congewai



Significant programs and initiatives – policy

Aboriginal education

The school has continued to maintain a strong commitment to supporting Aboriginal students and embedding indigenous perspectives across the curriculum in 2014.



This includes the delivery of quality teaching and learning activities to Aboriginal students in schools, embedding Aboriginal Australia into all KLAs for all students and Aboriginal culture for both students and staff. They also incorporate the local Aboriginal community as joint partners in the delivery of Aboriginal Education and Training.

- Stage 3 students participated in a school camp for indigenous students coordinated by the Cessnock AECG with students across our Cessnock Community of Great Public Schools. Students and teachers shared cultures, customs and everyday life experiences
- Staff provide students with experiences to develop a deep understanding and knowledge of Aboriginal culture, these include participation in NAIDOC Day celebration activities with schools across the Cessnock Community of Great Public Schools, Harmony Day and National Sorry Day.
- Students achieving excellence in education, demonstrating leadership and sportsmanship and with high attendance received recognition at the region's Kullaburra Awards.
- Students participated in the annual "PhotoVoice" workshops and exhibited their work as part of a gallery of work hosted by Cessnock Regional Library.
- As a sign of respect and acknowledgment, students commence assemblies and public meetings with the traditional Acknowledgement of Country.

Multicultural education and anti-racism

Congewai Public School continues to promote multicultural education through a range of initiatives.

- Teachers recognise and respond to the cultural needs of the school community as they arise.
- Students are immersed in inclusive teaching practices which recognised and valued the backgrounds and cultures of all students. Tolerant attitudes towards different cultures, religions, personal and world views were promoted
- Teaching and learning programs supported the particular learning needs of targeted students from culturally diverse backgrounds
- Learning units and programs of study allowed for the study, celebration, appreciation and understanding of different cultures
- Immersion in the Stephanie Alexander Kitchen Garden Program allowed for investigation of culturally significant dishes from countries around the world.

- One staff member is currently trained as Anti-Racist Contact Officers (ARCO). The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment
- Staff increased students' understanding of racism and discrimination and its impact through activity based teaching and learning programs and this is actively promoted by staff.

Significant programs and initiatives – equity funding

Aboriginal background

The level of funding and rate per student for each school is determined by the number of Aboriginal students in the school. Schools have the flexibility to decide how these resources will be best used to support the learning needs of Aboriginal students.

Congewai Public School has students identified as Indigenous background. Individual Learning Plans are written for each student in conjunction with parents, and with specialist teachers and other professionals as required. Additional resources are allocated to allow achievement for each student as identified. Students participate and are engaged in a variety of programs which improve the outcomes of all students. School based strategies monitor and support the regular attendance and achievement of students.

Socio-economic background

The RAM equity loading for socio-economic background is calculated using information on parental level of school education, highest non-school qualification and occupation category drawn from data collected on enrolment forms and recorded in the Enrolment Registration Number (ERN) system.

Schools have the flexibility to decide how these resources will be best used to support students with additional learning needs associated with their socio-economic funding.

Congewai Public School allocated funds to enable the provision of Learning Support Officer time for individual and small group support of students within the classroom.

Learning and Support

The Learning Support Team provides holistic planning and programs to address identified student needs. External support and outside agencies are involved in all levels of planning. Ongoing tracking and support ensures students attain expected outcomes. Additional learning support is provided for students K-6, students allocated individual times per week. Standardised test results, tracking sheets, assessing, NAPLAN and Best Start data and teacher recommendation were used to determine the students who were to receive intervention. Individual students and small groups of students have been withdrawn from the classroom, with the focus of the lessons being reading, comprehension and writing. Students receive support to address their individual needs and this has enabled the classroom teacher to provide quality time for the smaller group remaining in the classroom. The Learning and Support program has given the students confidence and skills to function more independently in the classroom.

Other significant programs and initiatives

Low level adjustment for disability

Schools have the flexibility to decide how these resources will be best used to support students with additional learning needs in accordance with their individual learning needs.

The funding can be used for teacher time, school learning support officer time and teacher release eg. for related professional learning and program coordination.

Additional SLSO support has been provided for low level student adjustments to increase student participation and adaption of learning programs. This has enhanced successes for students beyond expectations and was monitored through a continual assessment and planning cycle.

Early Action for Success

In Term 4, 2014, we were included in the Early Action for Success Initiative. The *Early Action for Success* strategy aims to improve students' performance through a targeted approach in the early years. The schools are selected from those in the lowest quartile of NAPLAN performance in literacy and numeracy, according to an index of need.

The strategy involves:

- early identification of the level of attainment in literacy and numeracy of each individual child (K-2) and tailoring a specific program of learning to that child's needs
- change in teaching practice from a focus on the whole class to a focus on the needs of the individual student
- ongoing, close monitoring of individual student progress against the Literacy and Numeracy continuums
- evidence-based use of tiered interventions in literacy or numeracy according to need.

Funding was utilized to commence training for staff in the Language, Learning and Literacy (L3) program. This 2 year training allows intense instruction in literacy strategies in reading and writing for Kindergarten students. Resources in both literacy and mathematics were also purchased to enhance learning experiences for students.

The addition of an Instructional Leader to the staff, allowed for professional dialogue and planning for raising learning successes for students.



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:

- Professional dialogue to evaluate teaching practices and programs
- Student feedback on school programs and initiatives including surveys and discussions
- P&C discussion to evaluate programs and achievements
- Learning and Support in the Classroom and School Staff Survey
- Parental written feedback is received and evaluated

School planning 2012-2014:

School priority 1 - Literacy

Outcomes from 2012–2014

Increased level of individual student achievement and engagement in reading. Evidence of achievement of outcomes in 2014:

Evidence of achievement of outcomes in 2014:

- English scope and sequence reviewed with an emphasis on the reading component;
- Explicit teaching of text types and programs such as comprehension and analysis;
- Redesigning of home reading program to include L3 strategies for K-2 and explicit reading strategies
- Increase of reading outcomes in 100% of students

Strategies to achieve these outcomes in 2014:

- Staff training in explicit reading instruction
- Differentiation instruction in reading strategies
- Teachers continue to analyse school based assessments and NAPLAN data to develop strategies and address areas for improvement in Literacy.

- Use Best Start results to assist with early identification of students' literacy needs in Kindergarten.
- Identify items where our students perform below the regional average in order to inform teaching and learning and improve student performance.
- Develop personalised learning plans to cater for individual students learning needs in literacy.
- Provide School Learning Support Officers (SLSOs) for students identified as having learning difficulties.
- Purchase a range of literary, factual, visual and multimedia texts for guided and home reading.
- Purchase guided reading materials to enhance reading experiences and successes.

School priority 2

School priority 2 - Numeracy

Outcomes from 2012–2014

Increased level of individual student achievement and engagement in Mathematics. Evidence of achievement of outcomes in 2014:

- 50% of all stage 2 students achieved well beyond the outcomes for their stage in Mathematics.
- 50% of stage 2 students achieved outcomes expected for their stage in Mathematics.
- 50% of all stage 2 students achieved well beyond the outcomes for their stage in all aspects of literacy.
- 50% of stage 2 students achieved outcomes expected for their stage in all aspects of literacy.
- 40% of stage 3 students achieved outcomes expected for their stage in Mathematics.
- 60% of students achieved below state levels in Mathematics.
- 67% of stage 3 students achieved above state levels in literacy.
- 33% of stage 3 students achieved below state levels in literacy.

Strategies to achieve these outcomes in 2014:

- Facilitate planning days for SENA assessments and collaborative programming, planning, differentiating the curriculum and assessing in Mathematics.
- Provide professional learning for utilising the *Best Start* software and resources.
- Provide School Learning Support Officers (SLSOs) for students having difficulties in Mathematics particularly numeracy.
- Analyse school, *Best Start* and NAPLAN data to identify trends and develop strategies to improve student performance in numeracy.
- Enable staff to undertake on-line professional learning on the new NSW K-6 Mathematics curriculum.

Parent/caregiver, student, and teacher satisfaction



In 2014, the school sought the opinions of parents, students and teachers about the school. This was sort through formal questionnaires, informal discussion, and

Their responses are presented below.

Students:

"I really love the gardening program and the way it helps us learn maths."

"I enjoy helping all the other kids in the school. We learn together and we all get on. Our teachers help us when we need it and we get lots of learning done."

"I like being in the bush, it's nice and quiet, there are no bullies and everyone is nice to the teachers."

"My little sister wants to come here and I don't want her to because it's my school!"

"I want to do more things with the other small schools next year because it's lots of fun and I get to make new friends."

Teachers:

"I really enjoy being able to teach such an intensive curriculum which is heavily differentiated, to make sure learning is achieved. Working in a student focused environment where the teacher/ student ratio is so high is a teacher's dream, ensuring learning success for students."

"Teacher professional learning is really valued here. Our community expect great things from our school and our school is working together with us to achieve that."

Parents:

"Teachers understand and accommodate each child's unique needs. My impressions of the staff is that they treat each student as if they were their parents."

"We would like to have fencing available to separate the car park area from the students."

"I hope my children have great memories of being taught in a friendly country school with great teachers that they will remember for life."

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

Our new school plan will focus on 2 key areas for improvement. These areas have been determined in consultation with our students, staff and parent community through surveys, focus groups discussions and meetings, and are based on the Melbourne Declaration on Educational Goals for Young Australians 2008 and the School Excellence Framework.

Our draft strategic directions for 2015-17 are:

1. To deliver high quality teaching and learning programs to equip students with the literacy and numeracy skills to be successful 21st Century and beyond learners
2. To develop valued school/ community learning partnerships, through innovative practice and organisational culture.

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.

Donna Stackman - Principal

Mandy Dunstan - School Office Manager

Joanne Arnott – P&C Association President

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School Code: 1822

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:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>