Appin Public School
Annual School Report 2014

Safe
Friendly & Respectful
Resilient
Learner
School context

Appin Public School (enrolment 224 students) is a semi-rural school located between Wollongong and Campbelltown. The school currently serves the small township of Appin, which is currently commencing significant growth. In 2014, the school has been involved in the Early Action for Success initiative with the appointment of an Instructional Leader. Our dedicated, cohesive teaching staff, of experienced and early career teachers, is focused on the continuous, collaborative development of high quality teaching and learning programs that meet the needs of all students. Happy and respectful students are involved in the daily operation of the school including a range of extracurricular activities. The genuine relationship between staff, students and families ensures that the school maintains a positive and nurturing environment.

Retiring Principal’s message:
Vicki Walsh

This, my 10th and final Annual School Report, provides me with an opportunity to reflect on some changes which have occurred over the past decade. When appointed to Appin PS, I inherited a dedicated staff, supportive community and wonderful students who were eager to learn and 10 years later nothing has changed: it is still a great school with a dedicated staff, supportive community and wonderful students. I say that nothing has changed humorously, as almost everything about how we do our work has changed. The physical changes are obvious: our new hall, security fence, sewerage connection and additional classrooms. We now have After School Care on site and canteen facilities every day thanks to our leased canteen. But what may not be as obvious to those outside is that what happens within those classrooms is what has been completely transformed.

The magnitude of changes that have taken place in our school reflect the increasing pace of change in society. Since beginning my career in 1980, I have seen many educational programs and policies come and go, but it is the impact of technology on teaching, learning and school administration that has been a real game changer. Technology has kept improving and our teachers have continued to embrace innovations such as the Interactive whiteboard and ipads; seizing the opportunity to use them as tools to improve student learning.

There have been a number of government policies and initiatives that have also impacted on our school, but never one as like Early Action for Success. This K-2 initiative, has attracted significant additional funding, almost doubling our annual budget. It has enabled us to employ additional staff to deliver targeted literacy and numeracy interventions to assist students; to purchase wonderful, engaging resources to support student learning and a dramatic increase in teacher professional learning. This professional learning is having a significant, positive impact on the learning of all students. Teachers gather, plot and report specific information about each student’s progress in literacy and numeracy every 5 weeks. The data is used to help teachers make decisions about how to support each child’s learning.

The faces of the staff at Appin PS have changed regularly throughout my 10 years as Principal, and this has provided me with the opportunity to select many of the staff. Each have been a wonderful embodiment of the school motto, Strive to Improve. They have always been eager to learn new skills, take on new challenges, and go the extra mile. I have such admiration and pride in the work of my teaching and administrative staff and our volunteers, who work so hard and care so much.

I would like to commend and thank the families of our students for your involvement. If your children are in something: an item, a sporting team, a dance group, you are there - with transport, costumes, encouragement, or whatever it takes to make the event a success and show your support. Your children are lucky to have such interested parents, and so are we.

Finally, congratulations to Appin’s new principal Mrs Vivian Harrison. My heartfelt thanks to: staff, parents and students, past and present, for your support. I wish you all the very best for the future.
P & C message: Sharon Rochaix

The P&C plays a big part in raising funds for Appin Public School. I have been part of the P&C for the past 9 years and we have a great team of proactive members who help out harmoniously and collaboratively. This year, we have seen the markets re-established as a quarterly event and we hope that this is an ongoing event, as well as the Twilight Market & Carol evening. I would like to thank Sam, Melissa, Sandra & Kylie for their massive contribution to coordinating the Twilight Markets and to the many other P&C members who helped out too. Also, thank you to the teachers and staff who coordinated the carols and the dance items, and showed such great commitment to and support of our school and our community.

Our other fundraising ventures this year have been the Easter Raffle, Markets, Shopping Trip, Sausage Sizzles & cake stalls. Through these ventures we have donated in excess of $15,500 to the school. This has purchased new library books, school magazine subscriptions for Primary, funds towards Year 6 farewell, Presentation Day awards and two new interactive whiteboards for our two new classrooms.

I would like to thank Mrs Sellick and Mrs Mozayani for their relief in the role of Principal and their positive and collaborative approach to P&C. You have both been an absolute pleasure to work with.

Mrs Walsh, there is so much to say about your work with P&C over the years so I will save our address to you until next Wednesday at your celebratory last day farewell.

I would like to thank the office staff and in particular Karen Hunt for giving her time to assist the P&C with ongoing administration.

My last thanks goes to the fabulous students of Appin Public School, for being those type of children we WANT to raise money for, that we WANT to help give the best learning materials and learning environment to, so they can achieve their best.

Student information data

The reporting of information for all students is consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>98</td>
<td>98</td>
<td>101</td>
<td>96</td>
<td>100</td>
<td>104</td>
<td>113</td>
</tr>
<tr>
<td>Female</td>
<td>94</td>
<td>87</td>
<td>99</td>
<td>102</td>
<td>99</td>
<td>106</td>
<td>106</td>
</tr>
</tbody>
</table>

At Appin Public School, there are currently no staff members who identify 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 staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>17</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>25</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

This year saw all staff engaged in Professional learning with a two year commitment to training in either: Language, Learning and Literacy (L3) training Kindergarten, Language, Learning and Literacy (L3) training Stage One or training in Focus On Reading (FOR). All Kindergarten teachers began or continued training in L3 Kindergarten. All Stage One teachers began training in L3 Stage One. All Primary teachers commenced training in Focus One Reading. One staff member commenced training as an L3 Kindergarten trainer.

Staff will continue their training in and implementation of these programs in 2015.

Mrs Danielle Brumpton, Miss Suzan Turhanlar and Mrs Jennifer Brown completed their Classroom teacher accreditation awarded in 2014.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>82270.74</td>
</tr>
<tr>
<td>Global funds</td>
<td>177544.91</td>
</tr>
<tr>
<td>Tied funds</td>
<td>234405.95</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>92675.66</td>
</tr>
<tr>
<td>Interest</td>
<td>3500.49</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10311.30</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>600709.05</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning          | 59542.79   |
| Key learning areas           | 23276.47   |
| Excursions                   | 28988.32   |
| Extracurricular dissections  | 2077.84    |
| Library                      | 27233.85   |
| Training & development       | 211228.83  |
| Tied funds                   | 39136.32   |
| Casual relief teachers       | 39428.11   |
| Administration & office      | 44228.12   |
| School-operated canteen     | 0.00       |
| Utilities                    | 23979.18   |
| Maintenance                  | 10478.42   |
| Trust accounts               | 0.00       |
| Capital programs             | 23979.18   |
| Total expenditure            | 509652.25  |
| Balance carried forward      | 91056.80   |

Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN

In May 2014 all 34 students in Year 3 and 24 students in Year 5 took part in a range of assessment tasks to provide feedback to the school and parents on the performance of students against the national benchmarks in Literacy and Numeracy. Our students’ results on these assessments are outlined below.

The My School website provides detailed information and data for the national literacy and numeracy testing (NAPLAN). Click on: http://www.myschool.edu.au, and enter the school name in the Find a school and select GO to access the school data.
NAPLAN YEAR 3 - Literacy Data

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

91% of Appin Public School Year 3 students were at or above the NMS (National Minimum Standard) in Reading. 44% of our Year 3 students reached proficiency standard (Band 5 or 6).

94% of our Year 3 students were at or above the NMS (National Minimum Standard) in Spelling, Writing and Grammar and Punctuation which was in line with the state average.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation).

87% of Appin PS Year 5 students were at or above the NMS (National Minimum Standard) in Reading. 21% of our Year 5 students reached proficiency standard (Band 7 or 8) in Reading.

83% of our Year 5 students were at or above the NMS (National Minimum Standard) in Writing. 92% of our Year 5 students achieved at or above NMS in Spelling, which was in line with the State average.

NAPLAN Year 3 - Numeracy

91% of Appin PS Year 3 students were at or above the NMS (National Minimum Standard) in Numeracy. 26% of our Year 3 students reached proficiency standard (Band 5 or 6) in Numeracy.
NAPLAN Year 5 – Numeracy
83% of Appin PS Year 5 students were at or above the NMS (National Minimum Standard) in Numeracy. 25% of our Year 5 students reached proficiency standard (Band 7 or 8).

Significant programs and initiatives

Aboriginal education
In 2014, Appin Public School continued to provide programs designed to maximize the learning of Aboriginal students and to educate all students about Aboriginal history and culture.

- Aboriginal perspective is taught in classroom lessons for all grades using an extensive range of differentiated learning resources.
- KidsMatter- Every Face has a Place at Appin Public School with explicit training of staff in how to engage all community members/key stakeholders, including Aboriginal students and their families, in the school, in order to build a culture of inclusivity.

Multicultural education
In 2014 students, staff and parents participated in a Cultural Infusion day. It aimed to facilitate greater cultural awareness through students, interested parents and staff participating in a number of fun, interactive creative arts based workshops with music and customs from different and diverse cultures. One activity was the cool Capoeira workshop. Capoeira is a Brazilian martial art that combines elements of dance, acrobatics and music. It was developed in Brazil mainly by African descendants. It is known for quick and complex moves, using mainly power, speed, and leverage for a wide variety of kicks, spins, and highly mobile techniques. Two more activities were the hip hop dance group, and the Asian dance and Martial Arts workshop. The final activity was the Japanese Taiko drumming.

Students enjoying our Cultural Infusion Day trying Japanese Taiko drumming.
In 2014, Appin Public School officially registered with the Eco-Schools program after being part of the pilot in 2013. As part of this initiative our students:

- Visited the Macarthur Sustainable Schools Expo at Belgenny Farm. They engaged in a number of environmental activities, which they took back to school to plan their own expo for students at Appin.
- Wrote and recorded a song that focuses on the 5 R’s (reduce, reuse, recycle, repurpose & refuse).
- Participated in a film production with Appin Scouts and Keep Australia Beautiful. They created a beautiful garden and helped with other gardens at the Scout Hall.
- Students led whole school changes to make our school more sustainable. We have:
  a. Colour-coded bins in both the playground and all classrooms. They allow us to separate our waste into the four categories (landfill, recycling, paper and compost).
  b. A recycling station with worm farms and bokashi buckets.
  c. Organised a paperless newsletter to reduce use of paper.
  d. Reduced use of electricity in the school.

Other Significant Initiatives:

Kids Matter: You Can Do It!

After finishing Component Two training with Kids Matter, and surveying staff, students and parents, we recognized a need for the explicit teaching of Social and Emotional learning (SEL) for our students. Kids Matter had conducted a comprehensive study of the best programs for teaching SEL and we decided to purchase and implement the ‘You Can Do It’ program in 2014. This program was one of the two highest ranked commercial programs for teaching SEL. We had a launch of the program and invited parents and community members to be part of the launch day. In consultation with P&C, we took an inventory on the signage around the school and ordered new signs in line with our PBIS policy. A student competition was held to determine the pictorial representations of the school rules. The designs chosen were created by a student who graduated from Appin PS in 2014.

On the launch day which was the last day of term one, students were divided into peer support groups with a mixture of students from Kindergarten to Year 6 in each group. They rotated through a number of activities including; planting seedlings and seeds in the garden. The seeds were...
planted in a disposable cup for students to nurture over the holidays and return the next term to be planted in the school garden. Another activity was exploring positive and negative thoughts and experiences run by our school counsellor Jessica Yell. Another one of the activities was creating painted rocks to use to create an artwork along the wall of a new garden bed. The individuality of each rock, was a representation of the individuality of each member of Appin Public School. The students also participated in a number of team games to reinforce the idea of working together.

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:

- EAfS K-2 data
- NAPLAN data
- School based assessments to collect data on student progress and classroom practice
- Staff and parent surveys

School planning 2012-2014:

School priority 1: Literacy

Outcomes from 2012–2014

a. Increased levels of literacy achievement for every student, with a particular focus on K-2 (Early Action for Success).
b. Improve student achievement in reading and writing.
c. Quality teaching evident in all literacy programs.
d. Technology being used regularly by teachers and students to enhance teaching and learning in English.

Evidence of achievement of outcomes in 2014:

1. Increase the level of literacy achievement for every student K-2.
2. Maintain the percentage of students in Year 3 achieving at or above the minimum standard in NAPLAN reading at 100% in 2014.
3. Increase the percentage of students in Year 3 achieving in the proficiency bands in NAPLAN reading from 34% in 2013 to 38% by 2014.
4. Increase the percentage of students in Year 5 achieving at or above the minimum standard in NAPLAN reading at 93% in 2013 to 97% in 2014.
5. Maintain the percentage of students in Year 5 achieving in the proficiency bands in NAPLAN reading at 40% (same as in 2013).
6. Maintain the percentage of students who achieve expected growth between Year 3 and Year 5 in NAPLAN reading at 63% (same as 2013).
7. Increase the percentage of students who achieve expected growth between Year 5 and Year 7 in NAPLAN reading from 37% in 2013 to 42% in 2014.

Strategies to achieve these outcomes in 2014

- Teachers are able to use assessment resources (Literacy continuum), to identify student’s specific needs in Reading and writing. Teachers will collect data at least every 5 weeks and identify the clear benchmarks that their students are striving to achieve. Teachers will subsequently plan instruction based on assessment data and differentiate the curriculum in their classroom to meet student needs.

- Teachers use PLAN to input data about student’s progress and use this data to write individualized learning plans where needed. This information is used to assist in targeting L&S support (tiered interventions) where needed, and to assist in monitoring progress towards targets.

- Teacher’s class programs will document: the different learning needs of students in the class and how they are grouped for instruction, an explicitly stated focus for weekly reading lessons, explicit teaching of comprehension strategies, the use of a range of literary, factual, visual and multimedia texts, the reciprocity of aspects of literacy and the link between literacy and other KLA’s.

Sport days are a lot of fun with your friends
School priority 2: Numeracy

Outcomes from 2012–2014

a. Increased levels of numeracy achievement for every student, with a particular focus on K-2 (Early Action for Success)
c. Quality Teaching is evident in all numeracy programs, with an emphasis on Higher Order Thinking Skills.
d. Technology being used regularly by teachers and students to enhance teaching and learning in Mathematics.

Evidence of progress towards outcomes in 2014:

1. Increase the level of numeracy achievement for every student K-2.
2. Maintain the number of Year 3 students at or above the minimum standard in NAPLAN Number, Patterns and Algebra, at 96% in 2014, same as 2013.
3. Increase the percentage of students in Year 3 achieving in the proficiency bands in NAPLAN Number, Patterns and Algebra from 29% in 2013 to 30% by 2014.
4. Increase the number of Year 5 students at or above the minimum standard in NAPLAN Number, Patterns and Algebra, from 87% in 2013 to 90% in 2014.
5. Increase the percentage of students in Year 5 achieving in the proficiency bands in NAPLAN Number, Patterns and Algebra from 20% in 2013 to 25% by 2014.
6. Increase the number of Y5 students achieving expected growth in numeracy between Year 3 and 5 from 53% in 2013 to 58% by 2014.
7. Increase the number of Y7 students achieving expected growth in numeracy between Year 5 and 7 from 36% in 2013 to 41% by 2014.

Strategies to achieve these outcomes in 2014:

- Teaching and learning programs developed with explicit reference to areas identified through NAPLAN data analysis and school’s student achievement tracking sheets.
- Class Programs will document the integration of technology to enhance the teaching of mathematics.
- Staff participated in professional development in the teaching of Maths through their participation in the Count Me In Too webinar training (26 hrs) and attending a video conference run by Mathletics (2 hrs) in order to increase student understanding, enjoyment and engagement in Maths, to improve student achievement in Maths and to increase teacher capacity to extend students who are already strong in Maths.
- Classroom teachers assess student’s specific needs in Maths according to the numeracy continuum, GO MATHS, SENA, Newman’s Error Analysis NAPLAN, Mathletics and classroom observation and use this data to plan subsequent instruction.
- Teacher’s class program will document how instruction is differentiated to meet the different needs of the students in their class; including ILP’s (individual Learning Plans). The integrated teaching of problem solving skills and documented reference to the use of varied and relevant resources.

School priority 3: Retention and Engagement

Outcomes from 2012–2014

a. Improved learning outcomes for students from aboriginal and low SES backgrounds and students K-2
b. Improved student engagement through integration of new technologies
c. Improved use of assessment data to drive differentiated teaching and learning programs, with a particular focus on catering for gifted and talented students
d. Improved social and emotional wellbeing and skills for life for every student
e. Focus on the development of the whole child through the provision of a wide range of extra curricula and sporting opportunities to enhance student’s self-esteem and enjoyment of school

Evidence of progress towards outcomes in 2014:

1. Increase in teacher skill and confidence in using technology across a number of KLA’s through professional development.
2. Teachers will have a clear understanding of literacy and numeracy benchmarks and the National Curriculum evident through their use in programs and assessment.
3. Additional personnel (SLSO and volunteers and the Classroom without Borders students) will be used to support the implementation of IEPs.
and targeted interventions to improve student learning.

4. Students and parents will have a greater understanding of how students work is assessed evident through survey data and informal conversations.

5. Students will develop attitudes and skills to enhance their emotional physical and mental wellbeing through the implementation of explicit lessons in ‘Confidence’ using the ‘You Can Do It’ program.

6. Students will be engaged in wide range of extra curricula and sporting opportunities.

**Strategies to achieve these outcomes in 2014:**

- SENTRAL will be used as a management tool to track student’s progress and issues
- Teacher’s programs, assessment tasks and observations will reflect the use of assessment data analyzed using the literacy and numeracy continuum and the National Curriculum to drive differentiated teaching programs
- IEP’s (Individual Education Programs) are developed, in consultation with parents and Learning and Support team, for students working on different learning outcomes than the norm.
- Students engage in activities such as Band, Recorder Group, Choir, Dance Group, Drama group, Eco Committee, PSSA and Debating Team for enjoyment and to be given the opportunity to ‘shine’.
- Students demonstrate an awareness of and respect for differences between people and their cultures.

**Professional Learning**

During 2014, Appin Public School engaged in a great deal of professional learning. Teachers were given additional release from class every week to participate in regular professional development in a number of ‘blue ribbon programs’ including L3 (Language, Literacy and Learning) Kindergarten, L3 Stage One and New Phase 1 - Focus on Reading (FOR) 3-6 over the year.

In addition to this, all staff completed the webinar Count Me In Too training over the year. All staff completed the mandatory professional learning in Child Protection Update for 2014, Disability Standards for Education NSW DEC and Anaphylaxis e-learning and Emergency Care First Aid and Resuscitation. SL SO’s and SASS staff also completed the Anaphylaxis e-learning, Child Protection Update and Emergency Care First Aid and Resuscitation.

In preparation for Mrs Vicki Walsh retiring and the two Assistant Principals, sharing relieving in her role, participated in substantial leadership professional learning. This included Coveys ‘The 7 Habits of Highly Effective People’ and ‘Great Teams, Great Leaders’, Strategic Financial Management for NSW Public Schools, Core Financial Literacy for NSW Public Schools, Professional Growth through Classroom Observation and Feedback, Communicating and Engaging with your Community, Quality Leadership Public Schools.

To assist in professionally developing all staff in implementing and utilizing the new English Syllabus, the two Assistant Principals, trained in and then lead staff training in the following courses. A process for programming a unit of English (K-10), Syllabus Plus K-6: Assessment and Reporting in English K-6, Syllabus Plus K-6: Speaking and Listening in English K-6, Syllabus Plus K-6: Rich Talk about Texts in English K-6.

One Assistant Principal completed training in Component 3 of Kid Matter Primary and then subsequently trained all staff members on a Staff Development Day. She led the implementation of the introduction of Social and Emotional Learning program: ‘You Can Do It’ across the school.

All of the professional learning that Appin PS staff members were involved in directly related to our school targets for the year with an aim to maximize improvement of student learning outcomes.
L3 Kindergarten is an intervention program which aims to reduce the risk of students not achieving expected literacy levels at the end of the first year of school. Professional learning and pedagogical discussion in literacy acquisition and the content and procedures of L3 enable kindergarten teachers to explicitly teach literacy to kindergarten students. Teachers are required to collect data and analyze this data to inform and refine their teaching. Teachers are observed teaching by their trainer regularly in order to support the continual reflection and refinement of practice. This brings our total of L3 Kindergarten trained teachers to 6.

Focus on Reading

Teachers have been involved with a program designed to support their understanding of teaching reading specifically in the 3-6 years of primary school. This program has involved a considerable commitment to the school and its staff. The reason for this is that we know through research, that the most impact professional learning has on teachers is when it is embedded into the preparation and teaching over a considerable length of time. Teachers have attended many workshops and tried out many ideas and routines as a result of this program.
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Forty families returned their survey which asked three questions: What are the strengths, the weaknesses and what are your new ideas for Appin Public School. Their responses are presented below.

Parent Perceived Areas of Strength

Parents and community perceived the strength of Appin Public School as:
- Strong focus on literacy and numeracy.
- Wonderful community spirit
- Extra-curricular programs such as dance, sport, band, garden, GALA days, camps, excursions, swim scheme and the Eco Committee.
- Timely addressing of any welfare issues.
- Celebration of student success.
- PBIS: rules structure and the student leadership program.
- Good communication present through the weekly newsletter and website, the timely communication of events and good reminders.
- Formal and informal teacher communication with parents about student progress.
- Caring, hard-working, friendly and approachable staff, including SASS and SLSO.

Staff also recognized all of the areas listed above as areas of strength for our school. They also included:
- Professional learning provided in ‘blue ribbon’ programs such as ‘L3 Kindergarten’ and ‘L3 Stage One’ and ‘Focus On Reading’.
- Collegial communication, staff morale
- The use of assessment data
- Assistance with writing Individual Learning Plans (ILP’s) and Personalised Learning Plans (PLP’s) for students with specific learning needs.
- Improved resourcing of learning environments.

Parent and Staff Perceived Areas for Growth

- Consistent teacher judgement practices embedded in every classroom.
- Continuation of diversified professional learning for every teacher.
- Improved communication between home and school of teaching and learning focuses.

Some of the new ideas proposed were:
- Expansion of extra-curricular opportunities
- Increased opportunities for parental involvement in special days at school.
- To draw more strongly on the local resources and levels of expertise within the parent body and community, such as the Appin Historical Society.
- The introduction of Ethics lessons
- For better signage to be installed across the school and a beautification of the school grounds and gardens.

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.
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.

Vivian Harrison, Principal (current)
Vicki Walsh, Principal (retired)
Karen Sellick, Assistant Principal
Vanessa Mozayani, Assistant Principal
Ruth Goldstein, Instructional Leader
Katie Corcoran, Classroom Teacher

School contact information
Appin Public School
97 Appin Road, Appin, NSW, 2560
Ph: 0246 311 220
Fax: 0246 311 486
Email: appin-p.school@det.nsw.edu.au
Web: www.appin-p.schools.nsw.nsw.edu.au
School Code: 1045
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: