2010 Annual School Report
Mingoola Public School

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

Principal’s message

2010

I am very proud of the achievements of Mingoola students, teachers and the parent community over this past year. This report serves to record some of those achievements.

I am privileged to work with a very dedicated staff that is committed to working hard as a team to provide the best possible learning opportunities for our students in a safe, attractive and stimulating environment.

2010 has been another year of excellent student effort and achievement. The majority of our students have demonstrated significant improvement in a number of areas, however their reading skills and their public speaking improvement is particularly worthy of mention. The end of year performance at the annual presentation evening was evidence of the confidence and many of the skills the students have developed over the past year.

Due to the Federal Government’s Building the Education Revolution (BER) funding and the State Government’s commitment to upgrade school facilities, there have been very significant improvements to Mingoola Public School’s physical environment over the past twelve months.

The provision of a new classroom, completed in February, was made possible due to BER funding and this has enabled the student body to be grouped more efficiently in separate work spaces for teaching and learning. The toilet block also received a much needed thorough refurbishment.

I would also like to acknowledge the hard work and dedication of our P&C who support the school by providing generous amounts of time and resources that support student learning.

Our membership of the Country Areas Program (CAP) and the Priority Schools Program (PSP) and our ongoing commitment to active participation in the Granite Border Community of Schools and our own small schools group, (Mingoola, Bonshaw and Jennings Public Schools), ensures that student learning is supported by a wide range of interesting and creative opportunities otherwise not available to them. These alliances also provide all teaching and support staff with opportunities for shared learning and collegiality.

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.

Lyn Ashton

P & C message

It gives me great pleasure to present my P & C report for 2010. I didn’t think that we had done a lot this year until I read back through the minutes and considering that there are only a handful of people on the committee, we have achieved a fair bit.

During the year our Canteen Coordinator, Tracey Williams, has continued to dedicate her time and run the canteen successfully by herself, providing the school, preschool children and staff with nice fresh lunches. Some of the produce used in the lunches is picked fresh from the school vegie garden, which is a credit to both Mr Gilliespie and the children. The P&C continues to provide milk one day a week.

The P & C also continues to run the Scholastic Book Club for the school. For our fundraising ventures this year we catered for a clearance sale, (which
was a huge success), the combined cross country carnival, the school disco, for our special visit from Mr Richard Torbay and, of course, for the annual Presentation Evening barbeque. We ran the “Sock it to You” fundraiser, a wood raffle, an Easter raffle and a Christmas raffle. All of these raffles raised a good amount of money. The P & C made a donation of $2000 to the school for the Sydney excursion and $100 for the end of year excursion to Stanthorpe.

We would like to express our thanks to a number of people. Firstly, thank you to Mr Pat Gillespie who goes beyond his paid job as grounds man, does a lot of extra work in his own time and is very dedicated towards the school maintenance. We would like to thank our marvellous music teacher, Mr Glen Taylor, for his continuing teaching of marimbas over the year.

I was fortunate to go to Sydney this year to see Mingoola and other schools perform together in the Small Schools Marimba Ensemble at the School Spectacular. Our students are a credit to Mingoola PS and to Mr Taylor. It was truly spectacular! Mrs H Saunders has been wonderful, supporting and volunteering her time to the P & C.

Our Principal and teachers provide great educational opportunities which compensate for the isolation of attending a small rural school. Thank you Lyn Ashton, Rebecca Grove and Trish Jackson.

Mrs Tanya Swan

Student representative’s message

On the 10th of February, Mingoola students along with Mrs Grove and Mr Gillespie travelled down to Texas for the Rugby League Presentation. We were lucky enough to meet Titans players, Nathan Friend and Ashley Harrison. After the presentation we went to Bonshaw School for lunch. Everyone had a great time and we felt privileged to have meet Professional NRL players.

Our Small Schools Swimming Carnival was held on the 18th February. Schools met at the Tenterfield Pool ready for a fun and hopefully successful swimming carnival. All the Mingoola students tried their hardest in every event they participated in and when they were not swimming they were helping our parents cheer our school along. As a result of our hard efforts Mingoola came second overall, which was a great achievement.

The 29th of April was our Small Schools Cross Country Carnival with Jennings and Bonshaw Public Schools. Everyone put 110% effort in and our hard work paid off, as we won overall points champions. We all had a great time and worked well together to win.

The Small Schools Athletics Carnival was on the 9th of August with Bonshaw and Jennings joining Mingoola to participate. Everyone did their best and had a great day.

On the 16th August, Mingoola, Wytaliba and Bonshaw students and teachers travelled together on a bus to Sydney for our main school excursion. In Sydney we visited the Museum of Sydney, Imax Theatre, Maritime Museum, Taronga Zoo, Sydney Opera House and did really good activities in every place. It was a fantastic excursion and everyone had a wonderful time.

On the 21st of October, Kirsty, Sonny, Ty, Luke, Monique, Jessica, Jayden and I travelled to Boomi with Mrs Swan and Ms Ashton for a Mini School Camp. We all participated in excellent tennis, cricket, soccer, pottery, wood work, drama and drawing activities. We also went to the warm
spring waters at the Boomi Pool. That night we had a disco, played lots of games and were very exhausted by the end of the disco. We made lots of new friends from Bonshaw, Garah, Tulloona and Boomi. We are all looking forward to doing it again soon.

Mingoola Public School disco was held on the 15th October and Bonshaw friends came along too. We did lots of dancing and played games. Everyone had a fantastic time and the students are already looking forward to the next one.

During November we were lucky enough to have Richard Torbay visit Mingoola Public School. He arrived in style in a helicopter, just outside the school yard. After a short assembly we played the marimbas for him and then we each took it in turns to show him around the school. He was very impressed with our vegetable garden, so we presented him with a cauliflower that we had grown. Mr Torbay then had to leave and we had our photo taken beside helicopter.

Also during November, Kirsty, Ms Ashton and I travelled to Ballina to catch the plane to Sydney for the School Spectacular. At School Spectacular we played the marimba in the foyer in the Sydney Entertainment Centre both before the show and during intermission. We also watched the performance. It was a great show this year and it was even more special this year because Tracey and Mum and Dad came down and watched us perform. While we were in Sydney we visited the Maritime Museum, Sydney Opera House, Bondi Beach and on the last day we caught a ferry to Manly. We had a great time and are sad that it was our last year to play in the Small Schools Marimba Ensemble.

I have been lucky enough to complete my entire primary schooling at Mingoola Public School and I have had a fantastic time. I will always remember my friends, the teachers and the wonderful times I’ve enjoyed. My best wishes to everyone for the future.

Kristen Swan

Our school at a glance

Students
- 13 students are enrolled at Mingoola Public School.
- 2 Kindergarten children enrolled in January

Staff
There is one permanent teaching principal, Ms Ashton, supported by a temporary teacher, Mrs Grove.

Teaching staff have been supported by two, part time ancillary staff. Mrs Grogan has been the Relieving Senior Administration Manager for five days a fortnight while Mrs Jackson and Mrs Hollitt have shared the Relieving Administration Officer position. Mr Gillespie is the permanent part-time General Assistant for six and a quarter hours each week.

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

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

<table>
<thead>
<tr>
<th>Male</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>7</td>
<td>13</td>
<td>12</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>
Parents have continued to be more conscientious in both supplying prompt written explanations for absenteeism and notifying the school when their child is going to be absent.

**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>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92.5</strong></td>
<td><strong>92.1</strong></td>
</tr>
</tbody>
</table>

**Structure of classes**

Mingoola has largely maintained two class groupings; an Early Stage 1 and Stage 1 class and a Stage 2 and Stage 3 class. These groups operate principally to provide intensive, individualised literacy and numeracy programs to both groups of students and they operate for an average of four days a week throughout the year.

**Management of non-attendance**

It is very pleasing to note that attendance at Mingoola PS has improved considerably and that it is now equal to the state average and above that of the region.
Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1/day/term</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.18</td>
</tr>
<tr>
<td>Total</td>
<td>2.26</td>
</tr>
</tbody>
</table>

Mingools PS had no indigenous members of staff in 2010.

Staff retention

The teaching staff has remained constant for the last eighteen months. The School Office Manager has taken leave and the position has been shared by one temporary and one casual member of staff.

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>50%</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>110 124.15</td>
</tr>
<tr>
<td>Global funds</td>
<td>41 051.50</td>
</tr>
<tr>
<td>Tied funds</td>
<td>32 509.40</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>6 839.14</td>
</tr>
<tr>
<td>Interest</td>
<td>5 254.60</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>463.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>196 241.79</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>6 124.65</td>
</tr>
<tr>
<td>Excursions</td>
<td>1 038.14</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>2 015.61</td>
</tr>
<tr>
<td>Library</td>
<td>2 269.42</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3 189.05</td>
</tr>
<tr>
<td>Tied funds</td>
<td>25 532.23</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>312.35</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>24 033.40</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>5 078.97</td>
</tr>
<tr>
<td>Maintenance</td>
<td>12 825.61</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>463.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>4 939.28</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>87 821.71</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>108 420.08</td>
</tr>
</tbody>
</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

Mingoola Public School has a strong commitment to providing all students with a broad range of experiences and opportunities in creative and performing arts.

Highlights included:

- choral lessons from the Tenterfield High School music teacher via video conference;
- participation of all students in the Border Community of Schools combined choir at the Education Week Assembly;
- our senior marimba group providing entertainment at the Tenterfield Hospital Fete;
- attendance at a variety of performances such as ‘Speak Up’, ‘The Magic of Mime’ and the ‘Magical World of Crazy Science’ organised by the Queensland Arts Council and ‘Gran’s Bag’ at the Tenterfield School of Arts;
- a performance and workshop at our school by ‘Woodwind Quintet’, a group of musicians from both the Sydney and Armidale Conservatorium of Music;
- participation in a ‘Day of Music’ at Bonshaw; students listened to the St Lawrence School Guitar Group performance by thirty-five male guitarists, played marimbas in a joint performance and created their own wacky instruments for another performance;
- attendance at a heat of Primary Schools State Debating Competition;
- marimba Group performances at Border Community of Schools Education Week Assembly, School Spectacular at the Sydney Entertainment Centre, Bondi Junction busking and our Presentation Evening Assembly;
- excursions to view films at the cinema;
- weekly marimba tuition and musicianship lessons taught by Mr Glenn Taylor;
- student workshops at the Art Gallery of NSW;
- our end of year musical production, ‘Do You Know?’ performed by all students was extremely successful. Students were involved in all aspects of the production, including writing much of their own script, choreography, acting, singing and dancing.
Sport

Mingoola Public School provides an environment in which children can learn and develop behaviours and skills conducive to a lifelong healthy lifestyle. All students are offered a range of physical and sporting opportunities that develop fundamental movement skills, foster positive self esteem and sportsmanship and develop teamwork.

Students participated in a variety of activities including:

- a daily fitness program that develops fundamental movement skills;
- an intensive Swimming Program conducted over two weeks at the Tenterfield Swimming Pool;
- full school participation in the PSSA Small Schools State Touch Football Competition;
- the small schools carnivals within our Border Community of Schools, including a swimming carnival held at Tenterfield Swimming Pool, an athletics carnival at Bonshaw and a cross country carnival at Mingoola;
- Mingoola won the Border Small Schools Cross Country Carnival;
- District Cross Country Carnival where Sonny Agett and Jayden Swan represented Mingoola PS;
- Tenterfield HS Horse Sports Carnival where Britney Moodie represented our school;
- intensive tennis lessons taught by Ms Heather Middleton, a qualified tennis coach;
- the South East Queensland Rugby League Development Clinic in Texas.
- Walk Safely to School Day.

Literacy and Numeracy – NAPLAN Year 3

Due to privacy legislation ten or more students must complete the NAPLAN testing for the following information to be publically reported: individual school percentages in each band; the three-year school average and average growth information.

At Mingoola PS there were two students in Year 3 and no students in Year 5 that sat the NAPLAN test in 2010. Therefore, because there is insufficient data to draw comparisons, results cannot be advised in this report. All parents have been advised of their child’s achievements. Should parents require any further advice or information regarding their child’s performance, they have been urged to contact the school principal.

Significant programs and initiatives

Aboriginal education

Aboriginal education is taught and incorporated into units of work studied by all students. It is an integral part of the Human Society and Its Environment syllabus and this year particular focus was given to the study of aboriginal culture when students studied Australian culture.

All school assemblies commence with an Acknowledgement of Country.
Multicultural education
The multicultural programs and perspectives are inclusive and embedded in teaching programs. They embrace social justice, civic responsibility, community harmony and productive diversity.

Respect and responsibility
Values education underpins every aspect of school life at Mingoola Public School. Core values are embedded in classroom teaching programs, anti-bullying strategies, social justice programs and specific events such as ANZAC Day assembly.

Students are encouraged and supported in organising activities to support the school’s nominated charities as part of their social responsibility. In 2010 students raised money for Careflight, Diabetes Australia and The Sydney Children’s Hospital.

National partnership programs
Mingoola PS was not selected to be a recipient of this program.

Connected learning
Mingoola regularly uses its connected learning facilities to hold video conferences to enable students and staff to:

- participate in combined assemblies with other schools, particularly Bonshaw and Jennings;
- experience specialist tuition from the local high school music teacher;
- participate in group practices of the combined small schools marimba ensemble in readiness for the Sydney School Spectacular;
- participate in a variety of virtual excursions: such as time at the Sydney Museum that supported our work with the Museum in a Box science unit, Mini Beasts;
- participate in the CAP ‘Collie Program’ and Santa Visit (in December);
- participate in the presentation of student work to an audience, especially with larger Sydney schools such as Turramurra North and Roseville Public Schools;
- meet, share and compare schooling experiences with students in city schools;
- convene community of schools staff meetings with colleagues, especially to plan shared events;
- participate in professional learning.

Other programs
Life Experiences Program
Mingoola School is situated in a rural community in an isolated location, sixty kilometres west of the nearest town of Tenterfield. Excursions and visitors, both real and virtual, are an integral and highly valued component of our students’ learning. The following activities were undertaken in 2010 to broaden the life experiences and support the learning of all students.

- 100% of Mingoola’s students participated in a five day excursion by coach to Sydney, with Bonshaw and Wytaliba Public Schools.
- 70% of Mingoola’s students travelled west to attend the Boomi Mini Camp for two days. This camp included students from six small schools who participated in a range of workshops in the arts and physical activities during the day and attended a disco at night.
- All students participated in a full day hospital familiarization program at Tenterfield Hospital.
- All students participated in activities at a community of schools Environment Day at Jennings PS.
- National Parks and Wildlife Officers spent a day at our school teaching students about the different natural environments in our region.
- Students assisted Mr Gillespie in planting one hundred and fifty native plants on the nature strip between the Glen Lyon Dam Road and the school. The plants were obtained through a Land Care grant to the school.
• Kirsty Agett and Kristen Swan travelled by plane to Sydney for five days and nights to play with the Small Schools’ Marimba Ensemble at two performances of the Sydney School Spectacular, in addition to busking for three hours at Bondi Junction, visiting The Rocks, Bondi Beach and Manly.

• All students participated in virtual excursions to the National Art Gallery.

• The Life Education Van visited Mingoola PS and Bonshaw PS travelled across for the day and participated with us in a variety of lessons.

• All students travelled to Tenterfield to visit the Taronga Mobile Zoo.

• The Police Liaison Officer from Armidale visited the school for a morning of learning about civic responsibility.

• All students have spent time tending the school vegetable garden and watering the potted plants in the school grounds. The vegetables and herbs produced from our school garden are used by the canteen and distributed among our families.

Progress on 2010 targets
During second semester each year we examine school data from many sources and develop improvement targets for the following year. These targets are aligned to the School Plan 2009-2011.

Target 1
To improve students’ literacy skills so students achieve stage outcomes through explicit, systematic and research based teaching and to increase spelling proficiency across the school to match the National Benchmarks standards in Year 3.

Our achievements include:
• Teaching English using the Accelerated Literacy model;
• Provision of additional one-on-one reading for all targeted students (77% of school) utilizing the Reading Recovery Program (for small schools). This was made possible due to a trained teacher/community member volunteering time every day;
• Implementation of the Best Start follow up program for Kindergarten students;
• Teachers use more consistent, systematic teaching of spelling skills. This has not only improved spelling but has had a very positive impact on reading skills.

Target 2
To improve students’ numeracy skills so students achieve stage outcomes through explicit, systematic and research based teaching and for Year 3 to match the national benchmarks standards.

Our achievements include:
• students K-2 assessed using the Schedule of Early Learning Assessment (SENA). Students were then given explicit, systematic instruction in areas of weakness. This has resulted in improved skills and increased confidence in targeted students;
• students beginning to demonstrate faster recall of basic number facts;

• students beginning to articulate correct terminology to describe mathematical ideas;

• all students K-6 access the Mathletics Program as a regular component of their weekly numeracy program. We believe that this program is not only enhancing student learning but it is also building confidence in students who are reluctant mathematicians;

• teacher participation in Border Community of Schools Transition Program which has focused on the explicit teaching of mathematical skills with emphasis on problem solving strategies;

Target 3
To improve the computer literacy and interactive technology skills of teachers and students and to further embed and integrate technology into teaching and learning. Students 3 – 6 are to develop a multimedia portfolio to showcase learning.

Our achievements include:

• availability of new laptops for each student 3-6 with access to new, reliable internet connections in the new classroom. This has resulted in consistent, easy access to personal computers which has led to less frustration and some improvement in computer skills;

• training of principal and school office manager in Term 4, to develop the school’s website. The website is now in the initial stages of development and will continue during 2011;

• students demonstrating some improvement in basic computer skills, however as most students do not have access to computers and the internet at home, progress is slower than we would like it to be;

• student and teacher participation in video conferences increased to more distant locations;

• Mingoola students participated in the sharing of different school and home experiences and the presentation of work with Stage 3 students at Roseville Public School and Turramurra North Public School in Sydney;

• participation in joint assemblies and sharing of work samples with Jennings and Bonshaw Public Schools and a video conference with Boomi Public School.

• Both teachers completed some computer courses through the TAFE and Mrs Grove completed her Certificate 2 in Information Technology.

Target 4
To introduce a merit system K-6 that celebrates achievement, effort and success and rewards positive behaviours with all students having made more than 50% progress through the first level.

Our achievements include:

• Consultation with our student body, staff and parents;

• Research into best practice and successful models in other schools;

• Readiness for implementation place in 2011.
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 communication and computer technology.

Educational and management practice

Background

Communication between school and parents was the focus of our survey in 2010. 100% of our families completed a survey regarding the different forms of communication used between the school and the home.

Findings and conclusions

- 86% of all families were satisfied with the quality of communication with the parent community.
- 100% of families were either satisfied or very satisfied with the communication provided by the school newsletter, notes home, the term calendars, Friday assemblies, communication with the school office and access to teachers.
- 100% of families had not accessed the school website.
- 71% of families had not used the school email as a form of communication.
- 71% of families are often represented at P&C meetings; 14% sometimes and 14% rarely.

Future directions

These findings indicated an overall general satisfaction with the school’s communication systems.
- The school will continue to promote good communication throughout the school and wider community.
- Parent attention will be drawn to the relatively new school website and families, through the school newsletter, will be reminded and encouraged to access it on a regular basis.
- The school website will be regularly updated to include current school information, student work samples and photographs.
- Reporting to parents on school activities, student performance and a range of available activities of interest in the wider community will remain a priority.

Curriculum

Student use of technology in the home was the focus of our curriculum survey in 2010.

Background

As we have been disappointed with student progress using technology in the classroom, we decided to ascertain the level to which students had access to technology in their homes.

100% of parents completed a survey based on SchoolMap and school based statements in order to ascertain what computer and web access was available to students at home and how their time was spent using the technology.

Findings and conclusions

These findings indicate that there is a significant amount of extra teaching and learning that will need to take place in the area of computer literacy if students are to attain the expected technology outcomes and integrate them into other curriculum areas.
- 30% of students always have access to a computer at home; 46% usually or sometimes have access while 23% have no access.
- 90% of students rarely or never have access to the internet.
- 46% of students use their computer access to play games.
- Students who use computers spend an average of 10 minutes a day using it.
Future directions

• Additional time in the weekly timetable will be allocated to the systematic and explicit teaching of computer skills.
• Parent workshops will be held to inform parents about the role of computers (and other technologies) in the curriculum and in their child’s learning.
• Old computers, excess to school requirements will be offered for sale to school families who do not have access to computers.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Mingoola PS firmly supports the concept of education as a collaborative process, requiring the combined effort and cooperation of the school, the home, the students and the community. Parents, as partners in their children’s education, are welcome to contact the school at any time if they have concerns or wish to meet with the principal or their child’s teacher.

Parent involvement in the life of the school is welcomed and encouraged. An active Parents and Citizens’ (P and C) Association meets monthly and organises activities, including fundraising and social events, for the school. They also support and staff a canteen one day a week and organize uniform orders and a clothing pool.

There are high levels of satisfaction experienced by all stakeholders and this is reflected by the high levels of parent and staff involvement in the school and the positive comments regularly expressed by parents, students and members of the wider community.

Professional learning

The Staff at Mingoola PS actively engage in professional learning opportunities throughout the year that are aligned to the goals of the school’s strategic plan.

In 2010 our key focus areas for a professional learning program included literacy and numeracy.

Staff continued training in Accelerated Literacy, Best Start, information technology and problem solving in mathematics. Other areas included website development, connected classroom technologies, first aid, syllabus implementation and quality teaching.

The Department of Education and Training allocated $1,205.00 for professional learning. This total amount equates to approximately $401 per SAS and teaching staff member for professional learning.

We are fortunate to receive funding from our participation in the Country Area Program (CAP) and this allowed staff and students to receive invaluable professional development and learning opportunities that helped reduce the effects of our rural isolation.

Through CAP, staff and students participated in quality professional learning activities delivered by specialist in their field. Some of these include ‘The Thinking Brain’ workshops for the middle years, science workshops for gifted and talented students, choral and instrumental workshops and sports programs.
School development 2009 – 2011

Mingoola PS has developed a three year School Plan (2009-2011) which is designed to bring about positive growth and change. Each year we complete a cycle of self assessment, annual reporting and planning. Our school’s direction and target areas have been identified by the school as being of central importance to supporting student learning and school development and also reflect the priorities and target areas of the Department of Education and Training’s Office of Schools and New England Region.

Our directions include:

- improving literacy and numeracy outcomes for all students;

- providing a wide range of opportunities and learning experiences that enable students to experience the world outside of their local community;

- increasing levels of engagement with the wider community to increase the culture of involvement and belonging for the benefit of students and the community at large;

- supporting and enhancing student learning through integrating a range of technologies into teaching programs.

Targets for 2011

In Semester 2 every year we examine school data from many sources and develop improvement targets for the next year. These targets are aligned to the School Plan 2009-2011.

Target 1

Improved student performance in literacy as measured by 50% of students achieving expected growth in reading and writing from Year 3 to Year 5 in NAPLAN; and to decrease the proportion of lowest performing students not meeting literacy minimum standards in accordance with the State Plan targets.

Strategies to achieve this target include:

- adjustment of school timetable and student grouping to make use of extra staffing for a literacy session each morning;

- continued implementation of the Best Start literacy assessment and teaching strategies with Kindergarten, Year 1 and Year 2 students;

- English programs incorporating teaching of Accelerated Literacy;

- continued incorporation of the Reading Recovery Program for small schools into the school timetable for a minimum three days per week for targeted students;

- explicit, systematic and research based teaching of writing skills with a focus on grammar and punctuation.

Our success will be measured by:

- NAPLAN results in 2011 showing students’ growth in reading and writing commensurate with state and regional targets;

- NAPLAN results in 2011 showing an increase in the number of students performing above the minimum standards in literacy.
Target 2

Improved student performance in numeracy as measured by 50% of students achieving growth in all strands and from Year 3 to Year 5 in NAPLAN, consistent with or above expected state growth.

Strategies to achieve this target include:

- modification of school program and student grouping across grades to more effectively meet student needs;
- modification of the timetable to make use of extra staffing for a numeracy session each morning; allocation of STLA support on a 50:50 basis between literacy and numeracy;
- continued implementation of the Best Start numeracy assessment and teaching strategies in Year 1 and Year 2 students;
- explicit, systematic and research based teaching of numeracy supported by appropriate professional learning as required by staff;
- continued implementation of Count Me in Too and Counting On Program;
- analysis of data including K-6 school based and standardised assessments, Year 3 and Year 5 NAPLAN results and use of NAPLAN resources.

Our success will be measured by:

- NAPLAN results in 2011 showing students’ performances and growth commensurate with state and regional targets;
- NAPLAN results in 2011 showing an increase in the number of students performing above the minimum standards in numeracy.

Target 3

To improve the computer literacy of students and interactive technology skills of teachers and to further embed and integrate technology into teaching and learning.

Strategies to achieve this target include:

- ensuring interactive whiteboard technology is accessible in both classrooms to support learning across all key learning areas for all teachers and students;
- providing opportunities for staff to participate in interactive whiteboard training and further computer training if required;
- using interactive white board software to support the teaching of Literacy and Numeracy;
- developing and implementing a school ICT scope and sequence;
- embedding explicit ICT outcomes into teaching programs;
- students in Stages 2 and 3 developing digital portfolios.

Our success will be measured by:

- work samples reflecting the implementation of computer skills and their integration into various key learning areas;
- students demonstrating learning over the year on pre and post test data on computer skills;
- the extent to which teachers are confident in the use of interactive whiteboards and other technologies and the degree to which they are regularly used for teaching and learning;
- a 30% increase in the number of video conferences that students and staff participate in throughout the year;
- the extent to which students show willingness, ability and efficiency in using web services; a 50% increase in the amount of access and time.
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.

Lyn Ashton  Principal
Rebecca Grove  Teacher (Temporary)
Leanne Grogan  School Administration Manager
Belinda Hollitt  School Administrative Officer
Tanya Swan  P&C President

School contact information

Mingoola Public School
Bruxner Highway, Mingoola  NSW 2372
Ph: 02 6737 5244
Fax: 02 6737 5201
Email: mingoola-p.school@det.nsw.edu.au
Web: www.mingoola-p.schools.nsw.edu.au
School Code: 4115

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: