2009 Annual School Report
Mingoola Public School

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

Messages

Principal's message

Staff, students and parents of Mingoola Public School have worked together throughout the year to ensure that our school provides a rich and happy learning environment, where all members of the learning community strive to achieve their personal best across a very broad range of curricula and extra curricula areas and where students are being well prepared to take their place as responsible citizens of the wider world community.

Due to the generous funding received from both State and Federal governments over this year there have been very significant improvements to school resources and equipment. I would also like to acknowledge the hard work and dedication of our P&C who have supported the school with generous amounts of time and financial support.

Our membership of the Country Areas Program, Priority Schools Program and the Border Community of Schools allows us to provide teaching and learning opportunities that greatly enhance the learning of students that would otherwise not be available in our isolated location.

I am very proud of the achievements of our students, teachers and the parent community. This report serves to record some of these achievements.

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 2009, which was another successful year. Mingoola Public School P & C is a very active body that continually works closely with our principal, Ms Lyn Ashton, to enhance the learning environment of the children who attend our small rural school.

The year started off with having to appoint a new Canteen Coordinator, Tracey Williams, who continues to volunteer her time and special talent making delicious lunches for the staff and the children. Preschool also joins the school on a Monday for canteen which is a great transition time for the preschoolers to get to know the school environment and people.

Milk is provided to the children one day a week and I believe Ms Ashton has been spoiling them on these hot summer days and giving them nice cold icy milk! Scholastic Book Club has been provided again this year by the P&C.

The P&C held its usual fundraisers this year, as well as some new ones and this has enabled us to contribute towards excursions for the students. The fundraisers consisted of an Easter BBQ, some wood raffles with local produce to sell as well and a Family Fund Day, which was a relaxed and friendly way to meet the new families who have joined our school community. As always we are very grateful for the continuous ongoing support from the local community.

Our donation for the year was a contribution towards the major excursion to Canberra and Perisher Valley. Another fantastic experience for our children!

The Brisbane Harley Club members were provided with refreshments and hospitality during one of their rallies and in return, donated a cheque to the P&C as well as cash tips of the great work done by some of our committee members. The Club also donated money towards the Junior Diabetes Research Foundation, which was greatly appreciated. The children were thrilled to be able to actually sit and pretend to ride the Harley bikes and then listen to them zoom off.

The “Walk for A Cure” for the Junior Diabetes Research Foundation was on again this year at “Darthula”. This is an annual event to support our local student, Heath, and to raise money for the foundation. It is always a nice, relaxing walk while supporting a good cause.
The P & C combined with the Preschool to have a “Local Produce Stall” at the “Tenterfield Family Fun Day” which was well supported by some P & C committee members and raised a total of approximately $300.00.

The School Spectacular was another event where three of our senior students, Elizabeth, Kristen and Kirsty had an opportunity travel to Sydney and play the marimbas at Bondi Junction and at the Entertainment Centre.

Many thanks to Mr Tony Hulthen for volunteering his time and talent in helping our music teacher, Mr Glenn Taylor, during marimba lessons. One big thank you to my offsider, the Vice President, Mrs Belinda Hollitt, who has always been there to back me up and help me.

Lastly, our hardworking, dedicated, one and only Mrs Maureen Becquet has decided to leave us for a year and go on leave. We wish Maureen all the best in her adventure and hope to see her smiling face back again next year sometime.

Tanya Swan
P&C President

Student representative’s message

This year Mingoola Public School welcomed our new Principal, Ms Lyn Ashton.

The highlight of this year for me was our school excursion to Canberra. We went to some amazing places like Parliament House, the old Parliament House, the War Memorial, the National Museum of Australia, Questacon, the snow at Perisher Valley and many more places.

It was awesome seeing real snow and getting to do lots of other cool things like throwing snowballs at Ms Ashton.

I would like to thank all of my teachers that I have had over my seven years at Mingoola. Especially Miss Worling and Ms Ashton for being such wonderful teachers and keeping me so well organised.

I am looking forward to going to Tenterfield High School, having lots of kids in my class, making new friends and pursuing my interest in sport and music. I have enjoyed every minute at Mingoola Public School and wish the students and staff all the best of luck for the future.

Elizabeth Hollitt
School Captain 2009

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School context

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tbody>
<tr>
<td>Male</td>
<td>7</td>
<td>7</td>
<td>13</td>
<td>12</td>
<td>10</td>
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<tr>
<td>Female</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>6</td>
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</tbody>
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![Enrolments Chart](image.png)
Student attendance profile

Generally parents have been very conscientious in their duty to supply written explanations of absenteeism and to notify school when they know students are going to be away, however Mingoola’s absenteeism is still marginally higher than that of the state.

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 2009 class size audit conducted on Wednesday 18 March 2009.

We maintained a total of 16 students for the last semester of the year.

Structure of classes

Mingoola has maintained two class groupings, (Early Stage 1 and Stage 1 class and a Stage 2 and Stage 3 class) primarily for literacy and numeracy lessons. These two classes operate for an average of three days a week throughout the year.

Staff information

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

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Staff establishment
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.

Date of financial summary: 30/11/2009

### Income

- Balance brought forward: $95,648.12
- Global funds: $46,139.08
- Tied funds: $35,239.51
- School & community sources: $6,016.00
- Interest: $4,448.12
- Trust receipts: $667.00
- Canteen: $0.00
- **Total income**: $188,157.83

### Expenditure

- Teaching & learning:
  - Key learning areas: $9,836.10
  - Excursions: $3,402.38
  - Extracurricular dissections: $722.58
- Library: $2,762.90
- Training & development: $7,421.63
- Tied funds: $39,229.86
- Casual relief teachers: $0.00
- Administration & office: $6,380.60
- School-operated canteen: $0.00
- Utilities: $4,650.28
- Maintenance: $2,500.35
- Trust accounts: $667.00
- Capital programs: $460.00
- **Total expenditure**: $76,033.68

### Balance carried forward

- **Balance carried forward**: $110,124.15

A full copy of the school's 2009 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 2009

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:
- Attendance at a variety of performances organised by the Queensland Arts Council, including ‘Thoughts Have Feelings Too’ and ‘Hansel and Gretel’;
- Attendance at the German Brass Band performance, hosted by Rotary in Tenterfield;
- Marimba tuition and musicianship lessons taught by Glenn Taylor;
- 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;
- Attendance at a variety of movies including Happy Feet and Ice Age 3;
- Visits to Texas Art Gallery, the National Gallery, Queensland Gallery of Contemporary Art (Years 3-6) and the Art Gallery of NSW;
- Tuition in guitar at school, after school.
- Dance program, culminating in a production “Where In the World is Mingoola”
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:

- Daily fitness program that develops fundamental movement skills;
- The introduction of a House System for all students encouraged teamwork and promoted greater participation in all activities;
- Intensive Swimming Program conducted over two weeks at the Tenterfield Swimming Pool;
- Participation in 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;
- Kirsty Agett, Sonny Agett and Jayden Swan represented Mingoola Public School at the District Cross Country Carnival;
- Elizabeth Hollitt represented our school at the Tenterfield High School Horse Sports Carnival;
- Intensive tennis lessons taught by Heather Middleton;
- Participation in the South East Queensland Rugby League Development Clinic in Tenterfield;
- Participation in the Jump Rope for Heart Program

Academic

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

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

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy and Numeracy – NAPLAN Year 3 and Year 5

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 three students in Year 3 and two students in Year 5 that sat the NAPLAN test in 2009. 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.

Progress in literacy

Average progress in reading

The following table represents the average progress in numeracy for Mingoola PS, a Like School Group (LSG means cohorts with very similar characteristics) and the State. This table indicates very good progress and improvement for our school individually, compared to that of the State and LSG.

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<thead>
<tr>
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<tbody>
<tr>
<td>School</td>
<td>0.0</td>
<td>73.4</td>
<td>211.4</td>
</tr>
<tr>
<td>LSG</td>
<td>96.3</td>
<td>92.6</td>
<td>91.0</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>88.4</td>
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</table>
Average progress in writing

The following table indicates a significant decline in progress for all three groups. It also indicates that staff needs to ensure that student writing skills receive ongoing, systematic attention.

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<thead>
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<tr>
<td>School</td>
<td>0.0</td>
<td>105.8</td>
<td>30.8</td>
</tr>
<tr>
<td>LSG</td>
<td>84.9</td>
<td>76.1</td>
<td>58.3</td>
</tr>
<tr>
<td>State</td>
<td>76.1</td>
<td>69.3</td>
<td>57.7</td>
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</tbody>
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Average progress in numeracy

The following table represents the average progress in numeracy and indicates a sharp improvement in progress in all groups over the most recent reporting period. Mingoola PS has moved from being below the State and LSG in the last two reporting periods, to performing significantly above both groups.

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<thead>
<tr>
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<tbody>
<tr>
<td>School</td>
<td>0.0</td>
<td>76.5</td>
<td>130.5</td>
</tr>
<tr>
<td>LSG</td>
<td>84.4</td>
<td>78.9</td>
<td>93.5</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
</tr>
</tbody>
</table>

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards.

As it is a requirement that reporting of this information must be consistent with privacy and personal information policies the school is unable to provide specific information in this section.

Significant programs and initiatives

Reporting on the following programs and initiatives is mandatory for all schools.

Aboriginal education

Aboriginal education is taught during the year and incorporated into units of work studied by all students. It is an integral part of the Human Society and Its Environment (HSIE) syllabus.

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 PS. 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 2009 students raised money for the bush fire victims in Victoria, Diabetes Australia, Break the Cycle, Stewart House, the Royal Flying Doctor and Careflight.
Other programs

Life Experiences Program

Mingoola is a very small rural community and the school is in an isolated location. A number of excursions, both real and virtual, were undertaken in 2009 to broaden the life experiences of all students.

- 88% of Mingoola's students participated in an excursion by coach to Canberra and Perisher Valley for a four days and nights with Bonshaw and Wyalalba Public Schools;
- Students from Years 3 to 6 travelled to Brisbane and the Royal Brisbane Show for two days and nights;
- Elizabeth Hollitt, Kirsty Agett and Kristen Swan travelled by plane to Sydney for four days and nights to play at two performances of the School Spectacular in addition to visiting Taronga Zoo, Government House, NSW Art Gallery, the Cenotaph, Manly Beach and Ballina River festival;
- All students participated in virtual excursions to ‘The Archibald Prize’ and ‘Exciting Physics Experiments’.

Findings and conclusions

- Students’ conceptual understanding has improved across a range of areas.
- Students’ oral language and writing is richer.
- Students’ have developed greater self confidence and independence.

Country Areas Program

Background

Mingoola Public School continues to be assisted by funding from the Country Areas Program (CAP). Funding is utilised to address issues of geographic isolation and to provide a range of learning opportunities that enhance the learning outcomes of students, staff and the parent community.

Findings and conclusions

- Staff and student are afforded access to quality, regional teaching and learning opportunities that would otherwise be unavailable to them.
- Staff and student competency using a broad range of current, dynamic interactive technologies has increased.
- Student confidence has increased as a result of greater social interaction and co-operative learning with a much larger peer group, both virtual and real.

Future directions

We will continue to financially target areas of Quality Teaching and Learning across all Key Learning Areas (KLAs) and technology as a tool for teaching in learning.

- Staff will receive further training in electronic whiteboard technology.
- Students and staff will increase their participation in connected learning through video conferencing, bridgit sessions and virtual excursions which will increase engagement with the wider world, reduce isolation and facilitate the raising of standards through a broader peer review process.
- Students and staff will enhance their skills in using a range of new technologies.
Progress on 2009 targets

This section of the report describes the progress made towards achieving improvement targets set for 2009.

Target 1

To increase the proportion of students meeting or exceeding the proficiency level in Writing in Year 3 NAPLAN

Our achievements include:

- Revised school and class teaching programs ensure more consistent, systematic teaching of basic writing skills.
- Reading Recovery Program (for small schools) has been implemented and this has improved both reading and writing skills and student confidence.
- Staff trained in Accelerated Literacy and will implement in 2010.
- Teacher is trained in marking NAPLAN literacy.

Target 2

To increase the proportion of students meeting or exceeding the proficiency level in Number in Year 5 NAPLAN

Our achievements include:

- Students exceeded the proficiency level in Number and performed in the top 3 bands.
- Students demonstrated significant growth in learning from Year 3 to Year 5
- Lessons include explicit teaching of Count Me In Too and Counting On strategies.
- All students participate in Mathletics, a computer based resource, to improve their accuracy, recall of number facts and their problem solving. This reinforcement using the Mathletics program is a regular weekly component of class work and homework.

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 2009 our school carried out evaluations of communication practices in the school and parent satisfaction with the teaching of English.

Educational and management practice

Background

Through formal and informal meetings the school looked at aspects of communication.

Findings and conclusions

- 100% of parents surveyed agreed that the school communicated well with the students and the parents.
- All parents agreed that the school gave parents the opportunity to express interest or concern about the school.
- Through staff meetings and informal discussions staff expressed satisfaction with the school’s communication system.
- Students were given opportunities to express concerns about their learning or school life with the classroom teachers.
- These findings indicated a general satisfaction with the school’s communication systems.

Future directions

These findings indicated a general satisfaction with the school’s communication systems.

Future directions

- The school will continue to promote good communication throughout the school community, providing regular opportunities to express interest or concern.
- Reporting to parents on school activities and student performance will remain a priority.
Curriculum
English

Background
Parents were the focus of surveys in 2007 and they completed a survey regarding aspects of English based on SchoolMap best practice statements and school based statements. 100% of families returned the survey.

Findings and conclusions

- The majority of parents (100%) indicated that English was an important subject and that their children read at home each day.
- 88% strongly agreed that their children had made good progress in reading and that they had developed new skills in reading and spelling in the past year.
- Although all parents were in agreement that in the last year their children had learnt new skills and were enjoying spelling and writing it was the least positive response area of the survey.

These findings indicated that parents valued the aspects of English taught at the school and encouraged their children at home, especially with reading.

Although all parents agreed that they were provided with useful reports about their child’s progress, more regular reporting on student progress and information about the assessment process could be of benefit.

Future directions
The school will continue to foster a love of learning in English, especially in the positive aspects of reading, spelling and writing in different text forms.

The school will look at ways of better informing parents about the teaching of English and explaining methods used to report on students’ progress.

Parent, student, and teacher satisfaction
Mingoola PS firmly supports the concept of education as a collaborative process, requiring the joint effort and cooperation of the school, the home, the student and the community. To support and encourage these educational collaborations parents, as partners in their children’s education, can contact the school at any time if they have concerns or wish to meet with 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 many activities, including fundraising and social events, for the school.

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 students.

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 2009 our key focus areas for professional learning program included literacy and numeracy. Staff trained in Reading Recovery for Small Schools, Critical Literacy, Accelerated Literacy, Best Start, and Technology in Maths. Other areas included syllabus implementation, quality teaching and technology.

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 that helped reduce the effects of our rural isolation.

Through CAP, staff and students participated in professional learning in ‘Podcasting for Radio’, ‘23 Things to Learn in Technology’, ‘Thinking Brain in the Middle Years’, ‘Smart and Sassy’ technology ideas and ‘Numeracy Workshops for Parents’.
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;
• supporting student learning through integrating a range of technologies into teaching programs;
• increasing levels of engagement with wider community to increase the culture of volunteering, supporting, involvement and belonging for the benefit of students and the community at large;
• increasing student awareness of their responsibilities to nurture, maintain and enhance their man-made and natural environment.

Targets for 2010

In Term 4 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

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.

Strategies to achieve this target include:

• continue implementing the Reading Recovery Program for Small Schools (begun Term 3 2009, teaching targeted students) minimum four days per week, in order to maximise literacy success and particularly to prevent children who are experiencing challenges with literacy learning from slipping into a long-term pattern of reading difficulties and other associated learning problems;
• SMART software used to plan and program teaching strategies for Literacy K-6;
• implementation of accelerated literacy program;
• implementation of the Best Start follow up program for Kindergarten students;
• analysis of data including K-6 school based and standardised assessments, Years 3 and 5 NAPLAN results and trend data.

Our success will be measured by:

• students targeted for Reading Recovery improving their reading by a minimum of four levels each term;
• growth in literacy, with students working at age and stage appropriate levels;
• no significant discrepancy between the performance of boys and girls;
• students gaining meaning from print at literal and inferential levels;
• Year 3 students will match or better the National Benchmark Standards in spelling.

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.

Strategies to achieve this target include:

• access current best practices through professional development to assist and support the implementation of numeracy programs;
• students K-2 assessed using the Schedule of Early Learning Assessment (SENA) and students in stage 2 and 3 (who were working below expected outcomes in Years 4 and 5 in
2007), assessed using the SENA 2 as a common framework;

- students use strategies developed in the Count Me In Too program to enhance understanding of numeracy and working mathematically;
- all students continue working on Mathletics as a regular component of their weekly numeracy program;
- staff to develop individual Mathletics programs for students using the interactive technology;
- explicitly teach skills identified by analysis of the NAPLAN results;
- SMART software used to plan and program teaching strategies for Numeracy K-6.

Our success will be measured by:

- the results of students numeracy assessments showing 75% of students are achieving their age appropriate outcomes as measured by a standardised assessment;
- NAPLAN for Year 3 showing 75% of students achieving in the top 3 bands in numeracy;
- students K-2 assessed using SENA and students in Stage 2 and 3 who were working below expected outcomes assessed using the SENA 2 as a common framework;
- students’ increased abilities to demonstrate a quick recall of number facts;
- students’ increased ability to articulate correct terminology to describe mathematical ideas;
- students’ increased ability to explain and demonstrate effectively how solutions are obtained.

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.

Strategies to achieve this target include:

- internet and interactive whiteboard technology (Smartboards) to be accessible in both classrooms to support learning across all key learning areas;
- providing opportunities for staff to participate in further computer and interactive whiteboard training;
- increasing, by at least 100%, the number of video conferences that students participate in this year;
- use of 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 and individual websites.

Our success will be measured by:

- work samples reflecting the implementation of ICT scope and sequence and integration into various key learning areas;
- students demonstrating learning over the year on pre and post test data on computer skills;
- 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;
- the number of video conferences that students and staff participate in throughout the year;
- extent to which students show willingness, ability and efficiency in using web services;
- production of digital portfolios and websites by Stage 2 and 3 students.

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.

Strategies to achieve this target include:

- developing a fair and inspiring merit system that is accessible to all students and encourages them to participate in a range of activities and to strive for improvement;
- consulting with staff, parents and students to develop the system;
• maintaining a register of successful achievements;
• review of best practice;
• possible integration of the merit system with the ‘House Program’ (Platypus and Kookaburras).

Our success will be measured by:

• students understanding the merit system, striving to improve their effort and achievement and having moved 50% of the way through the first level;
• staff, students and parents expressing satisfaction with the system;
• improvement in some of the areas that are positively reinforced, such as attendance, positive behaviours and commitment to a range of school activities;
• full implementation of a merit system during 2010.

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
Tanya Swan  P and C President

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Web:
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: