Messages

Principal's message

Mingoola Public School aims to provide a supportive, caring atmosphere coupled with a focus on individual learning.

Our school motto ‘Always Achieving’ is continually emphasised as all students are encouraged to attempt new challenges, focus on their achievements and view mistakes as part of the learning process.

The school strives to ensure that students acquire a joy for learning by providing varied and stimulating programs demonstrating a strong emphasis on literacy, numeracy and integrated technology to encourage life-long learners.

Collaborative decision-making between the school and community is deemed vital in achieving educational excellence. This report is a culmination of staff, parent and student input providing information about programs and performance of the school over the past year.

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.

Tonya M Worling

P&C and/or School Council message

Mingoola Public School P & C is a very active body that works closely with the school Principal to enhance the learning environment of the children who attend our small rural school.

We have had our usual fundraisers this year and have been able to contribute towards excursions for the students as well as educational resources. As always we are grateful for the ongoing support of the local community.

The P & C have been operating the canteen for 2 days a week this year. The canteen has had a new cabinet and fan put in. We had our first inspection by the Health Inspector, which we passed. We continue to provide milk for the students one day a week as well as operate Book club for the school.

The highlights of the year would have to be when we nominated Tonya for the P&C Principal of the Year Award and she was successful, travelling to Albury with two P&C representatives to attend the Annual Conference Awards Dinner. We also nominated Tonya for the National Excellence in Teaching Award (NEITA). Her nomination for this was also successful. She has since progressed to the finalist stage.

We will be farewelling our Principal, Tonya Worling at the end of the year. We feel very fortunate to have had her here at Mingoola for the past 6 years. She has continued to provide our children with opportunities which have compensated for the isolation of attending a small rural school as well as providing them with a quality education.

We look forward to working with the new Principal in 2009, in continuing to provide our children with the best education that we all can.

Belinda Hollitt

Student representative's message

This year Mingoola Public School has excelled in many areas, one of which is our technology work. Some of our major competitions include the Digital Story Awards where we made it into the finals, the Web Awards, the North West Film Festival, in which we were very successful, and the Shorts on Line Film Festival where all four of our entries made it to the finals.

Another of our successes was when I was asked to speak on the Connected Learning and the CAP State Video Conferences, which I found to be both excellent experiences.

Our major excursion for this year was our excursion to the Runaway Bay for a week with Bonshaw and Wytaliba Public Schools. It was great fun and very exciting.

This year I was lucky to be chosen to spend a week in Sydney and participate in the State Small Schools Marimba Ensemble performing at the Entertainment Centre for School Spectacular.

At the end of the year we will be losing our current principal Miss Worling to Stuarts Point Public School. We are also looking forward to meeting our new principal Ms Ashton. Both Mingoola and Stuarts Point Public Schools are very lucky.

Elizabeth Hollitt and Laura Williams

School Leaders 2008
School context

Student information

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

Student enrolment profile

The school has yet again seen an increase of students this year to our highest population in many years. We started 2008 with 23 students and remained fairly stable throughout the year.

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

Student attendance profile

We continue to reinforce with the school community the importance of attending school regularly.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>90.8</td>
<td>90.6</td>
<td>92.8</td>
<td>92.0</td>
</tr>
<tr>
<td>Region</td>
<td>92.2</td>
<td>92.3</td>
<td>92.5</td>
<td>92.1</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

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 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K - 6</td>
<td>4</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>K - 6</td>
<td>3</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>K - 6</td>
<td>2</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>K - 6</td>
<td>1</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>K - 6</td>
<td>K</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>K - 6</td>
<td>5</td>
<td>3</td>
<td>20</td>
</tr>
</tbody>
</table>

Structure of classes

Mingoola Public School maintained 2 classes (Early Stage 1 and Stage 1) and (Stage 2 and 3) for Literacy and Numeracy for 2008. All students worked together K-6 for all other Key Learning Areas.

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>Primary Part Time Teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.042</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Priority School Funding Scheme</td>
<td>0.1</td>
</tr>
<tr>
<td>Class Size Reduction Program</td>
<td>0.558</td>
</tr>
<tr>
<td>SS Teacher Learning Assistance</td>
<td>0.1 shared</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>0.496</td>
</tr>
<tr>
<td>Two adults – SAM – Supp PP6</td>
<td>0.504</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.18</td>
</tr>
<tr>
<td>Cleaner</td>
<td>1 part-time</td>
</tr>
</tbody>
</table>

Staff retention

During 2008 all permanent and casual staff remained stable.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, is not reportable due to the small staffing cohort at Mingoola Public School.

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></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>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>101,983.23</td>
</tr>
<tr>
<td>Global funds</td>
<td>48,549.50</td>
</tr>
<tr>
<td>Tied funds</td>
<td>55,086.19</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>4,963.90</td>
</tr>
<tr>
<td>Interest</td>
<td>7,913.54</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>312.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>218,808.36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>18,004.27</td>
</tr>
<tr>
<td>Excursions</td>
<td>3,866.75</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>4,390.19</td>
</tr>
<tr>
<td>Library</td>
<td>2,790.59</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5,413.96</td>
</tr>
<tr>
<td>Tied funds</td>
<td>64,247.08</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>522.62</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>9,745.50</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>3,775.94</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6,764.07</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>312.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>3,327.27</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>123,760.24</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>95,648.12</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2008 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 2008

Achievements

Arts

Mingoola Public School is committed to providing students with learning experiences and opportunities in Creative and Performing Arts.

Highlights of the year included:

- Specialist music tuition in ‘Marimbas’ with Elizabeth Hollitt being chosen to represent our school at the Sydney Entertainment Centre performing at ‘School Spectacular’ with the ‘Small School Marimba Ensemble’;
- Hosting the ‘Small School Artist in Residence’ with Kim Michelle Toft where students were involved in a workshop on silk painting and the process of making books;
- Involvement with the Queensland Arts Council performances of ‘Didjeribone’, Hermes and the Naked Flame, ‘Puppet Mania’ and ‘Zingari Voci’ at Wallangarra;
- After school specialist music tuition in guitar from Glen Taylor and Tony Hulthen;
- All students gained the opportunity to perform for the Starlight Foundation with their wacky instruments and marimba playing;
- Community expertise utilised in weekly sessions of craft with Nanna Hollitt and Tanya Swan;
- Various successful entries in the local Tenterfield Show;
- Hosting the ‘Drama in Residence’ and ‘Circus’ program for local small schools;
- Presentation from all students in Jump Rope for Heart Skipping program during Education Week; and
- Weekly singing, dance and drama lessons incorporating themes pertinent to specific topics.
**Sport**

At Mingoola Public School we promote student fitness by offering a wide range of sport skills aimed at improving fundamental movement, self-esteem, teamwork and sportsmanship.

- Student led daily fitness program four mornings a week. Fundamental movement skills are taught daily, culminating in a Sport session each Friday;
- All students participated in an intensive swimming program while utilising pool facilities on the local property of ‘Coonanbarra’ under the supervision of Miss Worling;
- Participation in the Small School Swimming Carnival held at Texas;
- Participation in the Small School Athletics Carnival at Bonshaw with Mingoola winning back the inaugural trophy;
- Ty Agett, Jayden Swan, Alex Policaro and Cody Williams were Champions at our combined Small School Cross-Country;
- Representing our school at the District Cross-Country trials were Alex Policaro, Kirsty Agett, Laura and Cody Williams while Laura went on to compete at a Regional level in Coolah;
- Involvement in the Rugby League Development Clinic and participation in the Legends of League in Glen Innes; and
- Enjoyment and promotion of extra-curricular opportunities such as Tennis Fun Day and Sunday Tennis Club;

**Technology**

Mingoola Public School prides itself on offering students access to progressive technology programs and quality equipment. We currently have a lap top or desktop per child, an interactive smart board and video conferencing. Students use still cameras and video cameras to support their work in visual and oral literacy’s. We work on the system of peer tutoring where school leaders train others to be experts.

Our achievements included:

- Representation at a state level by Elizabeth Hollitt as she opened the Connected Learning Conference in Sydney after the Director General of Education and the NSW Country Area Program Biannual Conference;
- Winners in every section of the ‘North West Film Festival’ with ‘Glen Lyon Dam’ by Kristen Swan, ‘Two Front Teeth’ by Laura Williams and Alex Policaro and ‘Dizzy Lizzy’ by Kirsty Agett and Kristen Swan;
- Finalist in the Connected Learning Digital Story Awards for 2008 with ‘Mingoola – A 50 Year History’ by Elizabeth Hollitt;
- Finalists in the ‘NSW Priority Schools Shorts Online Film Festival 2008 - Year 3 - 6’ with four entries in different categories;
- Successful oral pod casts of our Boys Education projects using the program Audacity and uploading these podcasts to our ‘Building Stuff’ Wiki space;
- Student Technology Camp held overnight at Copeton Dam where students learnt programs such as Kahootz, Comic Life, Pivot Stick and Animator.
- Successful digital compilations using ‘Acid Music’, ‘Movie Maker’ and ‘Photo Story’ which included script writing, story boarding, filming, video editing and music making; and
- Participation in Video Conference workshops hosted by Authors Nette Hilton and Duncan Ball.
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 – NAPLAN Year 3 and Year 5

In 2008 one student in Year 3 and three students in Year 5 sat the National Assessment Program. Due to our small cohort of students specific details cannot be provided.

Progress in literacy

Due to the small cohort of less than ten students, data on the specific growth of students can not be reported.

The following table represents the average progress in writing. It indicated continued growth above State Average for 2006-2008.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>47.8</td>
<td>.</td>
<td>105.8</td>
</tr>
<tr>
<td>LSG</td>
<td>54.4</td>
<td>84.9</td>
<td>76.1</td>
</tr>
<tr>
<td>State</td>
<td>69.6</td>
<td>77.5</td>
<td>71.2</td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 3 and Year 5

In 2008 one student in Year 3 and three students in Year 5 sat the National Assessment Program. Due to our small cohort of students specific details cannot be provided.

Progress in numeracy

Due to the small cohort of less than ten students, data on the specific growth of students can not be reported.

The following table represents the average progress in numeracy. It indicates a decline in average progress for Like School Groups.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>107.0</td>
<td>.</td>
<td>76.5</td>
</tr>
<tr>
<td>LSG</td>
<td>91.3</td>
<td>84.4</td>
<td>78.9</td>
</tr>
<tr>
<td>State</td>
<td>76.9</td>
<td>83.7</td>
<td>80.4</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. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 and Year 5 students in our school achieving at or above the minimum standard in 2008

The reporting of information must be consistent with privacy and personal information policies therefore the school is unable to supply specific information in this section.

Significant programs and initiatives

Mingoola Public School provides students with many varied opportunities and experiences to ensure that students are exposed to a variety of perspectives in their education.

Aboriginal education

Aboriginal perspectives are imbedded into teaching and learning programs throughout the year. Students gained a perspective of aboriginal culture and society through activities in the unit ‘Our Significant Sites’.

Multicultural education

Multicultural perspectives are embedded within the teaching and learning programs within the classroom context. Students developed skills, knowledge and attitudes required to be part of a culturally diverse society when we studied ‘China’ as part of our HSIE unit on ‘Cultural Diversity’. Students identified customs, practices, symbols, languages and traditions of China and their contribution to Australian society. We also greet each other in the morning by saying hello in another language.

Respect and responsibility

Our school offers a range of programs to provide students with opportunities for success, promoting self-esteem and confidence. Our task is to develop a spirit of community service and provide a variety of opportunities where students can demonstrate a responsible outlook. Students are encouraged to participate in both school and community activities.
• As a regular routine, the school holds an assembly where all students and community members participate by recognising the Australian Flag and Anthem;

• Students displayed citizenship towards others by raising awareness of various charity events eg: Westpac Rescue Helicopter ‘Plane Crazy Day’, ‘Save the Bilby Fund’, ‘Pink Ribbon Day’, Life Education and Diabetes ‘Buzz and Jelly Bean Day’;

• Some students were awarded special certificates from MS Read-a-thon and Premiers Reading Challenge;

• All students participated in both Anzac and Remembrance Day commemorations. Many students also marched in local services in both Tenterfield and Stanthorpe;

• Students are encouraged to accept leadership roles within the school. Speeches are written and presented for school captain, sports and library monitors;

• We raised issues pertinent to our community by participating in Walk Safely to School, Clean Up Australia and Tree Day;

• Public Education Day assembly and open classroom involved parents and community members celebrating our achievements;

• Environmental Education was supported with the participation in ‘Earth Hour’. Lessons on saving power, continued composting, and recycling to promote sustainability;

• Students continued ‘Green Team’ environmental activities and weeding in the vegetable garden;

• Participation in the ‘Youth off the Streets’ program;

• Our Healthy Canteen Strategy continued with all students having an input into menu planning and promotion of a healthy lifestyle by participating in ‘Fruit Bat Break’, drinking milk and dental hygiene with teeth cleaning.

Other programs

Country Areas Program

Background

Mingoola Public School continues to be assisted by funding from the Country Areas Program (CAP). We have utilised our funding for initiatives that address issues of geographic isolation and to improve learning outcomes for students.

Findings and conclusions

We have received the following benefits:

• Continued innovative and dynamic professional development for all;

• Increased awareness of interactive technologies and the understanding of how they can lead to greater student engagement;

• Students and parents who are more confident, creative and productive users of digital music technology;

• Enhanced leadership opportunities for all involved in the LOFT project; and

• Improved preparation for transition students with increased readiness for formalised learning.

Future directions

We will continue to fund areas of Quality Teaching and Learning, Technology in Teaching and Learning and Quality Improvement with a variety of programs.

• The area of interactive technology with the use of electronic whiteboards, video conferencing and bridgit sessions which will enhance student interaction and reduce isolation;

• Pod casting and oral literacy’s; and

• Collaborative professional development focussed on challenging thinking and extending practice.
Priority Schools Funding Program (PSFP)

Background
Our school receives financial support as part of the Priority Schools Funding Program (PSFP). These funds are targeted towards the improvement of student outcomes in literacy, numeracy and participation.

Findings and conclusions
The use of funds from this program has resulted in a continued growth in literacy and numeracy by:

- Purchasing literacy and numeracy resources to supplement established programs such as home reading and ‘Count Me In Too’;
- Employing an additional teacher part of the week;
- Creating opportunities for parents and staff to gather for workshops; and
- A major highlight for students was their involvement in the ‘Boys Education’ project.

Future directions
Funds from PSFP will be utilised in 2009 to ensure effective teaching programs in literacy and numeracy continue.

- We will endeavour to support students with additional teacher time, but this is dependent on availability of casual staff.
- Further resources will be purchased to support both literacy and numeracy.
- Home, school and community partnerships will continue to be a focus.

Boys and Girls Education

Background
To respond to diverse learning needs, Mingoola and Bonshaw Public Schools were jointly involved in a project with the University of Western Sydney to support improvements in learning and social outcomes for all boys and girls.

Findings and conclusions
Our Boys Education Building Project led to:

- Enhanced motivation, enhanced engagement, elevated self esteem, strengthening boy’s attitudes, improved teamwork, increased involvement of parents, positive male leadership, celebration of achievements, increased dialogue within cluster, improved educational outcomes in literacy, numeracy and design and technology.
- Increased student direction into their learning and linked hands-on activities which created a sense of ‘ownership and responsibility’.
- Strengthened partnerships between home and school and community by encouraging the development of positive identities and role models to show appropriate behaviours.
• Through PMI’s and journal writing, reflections, taking of photos, scrap booking and technology we discovered that our students benefited from the interaction and variety of communication techniques.
• We improved oral communication by providing the opportunity for discussion in a non-threatening situation resulting in greater perseverance and completion of tasks.
• We needed to widen peer group experiences by joining together with other schools on a regular basis. Our use of ICT and video conferencing enabled students to chat with each other face to face without travelling out of their own school.
• We felt that boys needed to communicate more before writing and by providing a greater peer group they were able to discuss ideas and feelings more readily.

Future directions
This project has inspired our schools to build strong interschool relationships as well as involving adult mentors on a regular basis. By inviting a local central school, it also helped develop a mutually rewarding relationship - academically, socially and in the sense of community.

This project was a great initiative and proved more successful than we could have imagined. The teamwork between all stakeholders was tremendous and it was amazing to see how much could be achieved with such little cost. This project provided an opportunity for students, staff and communities to realise that even small and isolated we can together achieve amazing things. Our ‘wikispace’ is a positive testament to its success. We hope to continue partnerships again next year.

Crunch and Sip
We continue to promote the consumption of fresh fruit and vegetables every morning after our fundamental movement skills. Students take a break form learning to recharge their batteries while munching on something healthy. On the odd occasion that someone has forgotten to bring a piece of fruit they pick something fresh straight from the vegetable garden. Students also have their apples ‘slinkied’ on canteen days.

To compliment this program we developed a policy supported by Hunter New England Health whereby we provided clear plastic water bottles for students to sip on when needed during class time. A canteen volunteer thoroughly washes these bottles once a week for us.

Progress on 2008 targets

Target 1
To enhance oral literacy
Our achievements include:
• enhanced teacher knowledge and understanding of aspects of oral language which has developed confident, competent effective speakers and reflective listeners;
• winners in every section of the ‘North West Film Festival’ with digital stories and animations;
• finalist in the Connected Learning Digital Story Awards for 2008; and
• successful oral pod casts of our Boys Education projects.

Target 2
To improve numeracy outcomes for students in later Stage2 and Stage 3
Our achievements include:
• greater awareness for parents through the running of workshops;
• a growth in mental computation skills and working mathematically by internal assessment and reporting using the Counting On assessment and Newman’s analysis; and
• increased student confidence in everyday living by being able to work mathematically.

Target 3
To improve the physical fitness, coordination and health of all students
Our achievements include:
• feedback from staff, students and families on positive lifestyle and health choices;
• assessing student outcomes relating to fitness, coordination and fundamental movement skills;
• enthusiasm and level of involvement when undertaking various activities.
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 2008 our school carried out evaluations of Teaching and Personal Development, Health and Physical Education [PDHPE].

Educational and management practice

Teaching

Background
Through our work of enhancing teacher effectiveness, it became apparent that there are numerous different learning styles. In order to cater for this variety we incorporated these into our lesson planning.

Findings and conclusions
An evaluation showed:
• we incorporate activities based around Higher Order Thinking Skills, Divergent Thinking, Blooms Taxonomy, Six Thinking Hats, Thinker’s Keys, Fat and Skinny Questioning, and Gardner's Multiple Intelligences;
• parents feel that we continually promote high expectations in all students; and
• all students are very happy in being able to choose the direction their learning is taking and using quality criteria to self assess.

Future directions
• to develop a ‘thinking’ curriculum scope and sequence; and
• continue to prepare students to accurately self-assess using five star quality work, capacity matrices and rubrics.

Curriculum
Personal Development, Health and Physical Education

Background
Significant time and effort has been spent on trying to promote the core values that underpin the ‘Good for Kids, Good for Life’ program at Mingoola Public School over the past few years. It was decided to thus evaluate the effectiveness of this program as it related to one of our major targets for 2008.

This evaluation was carried out using surveys and staff meetings to consider future directions.

Findings and conclusions
An evaluation of the survey responses showed that:
• the majority of students and parents believe that healthy eating is important and support our Healthy Eating Policy;
• all parents believe we promote the idea of a healthy, active lifestyle and reinforce positive health choices; and
• all students enjoy physical activity and have improved their fundamental movement skills; and

Future directions
It was found that everyone strongly supported the current programs in our quest for a healthy active lifestyle, however continuous monitoring of the program and investigating new innovative ideas that may come to hand is necessary to keep things relevant and effective. This may include:
• continuous staff training and time to investigate new resources and techniques; and
• on-going information sessions to inform the community of developments.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The outcomes of the survey used to measure satisfaction levels showed that parents are very happy with our small school. All indicated that we provide ample opportunities for students. The overwhelmingly positive comments like ‘great environment for kids to grow up in’ and ‘positive discipline and respect’ indicate the high satisfaction level among all.

The results of the whole school student forum indicated clearly that all students perceive the school as a fantastic place to be. Our new motto from some is ‘the best school ever’.

Professional learning
Teacher Professional Learning is seen as an integral part of the school plan. During 2008 the school targeted the professional learning grant to provide opportunities for teaching staff to enhance their professional knowledge by attending the Small School’s Conference in Tamworth.

An additional amount of money was also used to expose casual staff to training and development. We continued our focus on bridging the barriers of isolation by exposure to interactive technologies and training in the areas of visual and oral literacy with a focus on Quality Teaching and Learning.
School development 2009 – 2011

The School Development Plan is a collaborative document put together by the school according to the Department of Education and Training priorities and the school's needs.

Targets for 2009

Target 1

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

Strategies to achieve this target include:
- NAPLAN assessment questions are included in all teaching units in all KLA’s and time allocated for test preparation and practice.
- Teachers participate in NAPLAN marking.
- Use of joint cohort teaching and assessment between schools to promote competition and accurate observations.

Our success will be measured by:
- Evidence from teaching programs that NAPLAN questions are taught and discussed in all KLA’s.
- Writing tasks utilise NAPLAN marking criteria and Consistent Teacher Judgement.
- Students writing for a range of purposes and audiences in all KLA’s and self assess work samples against rubrics.

Target 2

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

Strategies to achieve this target include:
- Train new staff or continue to implement the Count Me in Too or Counting On Program as part of the regular teaching program.
- Teachers provided with access to Regional network groups to continue Newman’s Analysis training.
- NAPLAN assessment questions are included in all teaching units in all KLA’s and time allocated for test preparation and practice.
- Consistent assessment practices that allow students to demonstrate understanding against all performance band descriptors

Our success will be measured by:
- Teaching units have corresponding NAPLAN questions taught and discussed in all KLA’s.
- School uses Newman’s Analysis with their data and incorporated into key lessons.
- Lessons incorporating CMIT or CO strategies explicitly in teaching program.

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.

Tonya Worling - Principal
Mark Hurtz – Casual Teacher
Maureen Becquet - SAM
Belinda Hollitt – P&C President

School contact information

Mingoola Public School
Bruxner Highway
via Tenterfield NSW 2372
Ph: 02 67 375224
Fax: 02 67 375201
Email: Mingoola-p.school@det.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:


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