Mingoola Public School
Annual School Report
2012
Our school at a glance

Students

Mingoola Public School educates 10 students, 5 boys and 5 girls. The student population is drawn mostly from families engaged in primary production on surrounding properties.

Staff

The staff consists of a permanent Principal, an acting full-time Administration Manager, a part-time General Assistant, two part-time temporary Teachers and a Musical Instructor.

Teaching and support staff contribute a wide range of skills and are dedicated to the achievement of the students.

Significant programs and initiatives

- Connected Learning
- Music Program – Small Schools Marimba Ensemble
- Small Schools Reading Recovery
- Parent and Community Program (Community Involvement Project)
- Intensive Swimming School
- First Aid Training for all students
- Life Experiences Program
- Crunch & Sip
- Year 6 Transition to High School

In 2012, Mingoola Public School received funding from the Country Areas Program, supporting students to access specific educational opportunities in spite of their geographic isolation.

Messages

Principal’s message

It has been my privilege to lead Mingoola Public School in 2012, after teaching its students for much of 2011. I am proud of the achievements of the school and its students over this time.

This Annual School Report outlines some of the achievements of the school and the resources that made these possible.

Mingoola Public School enjoys a supportive family atmosphere, in which the students share strong ties and care for each other well. The school provides its students with outstanding opportunities to achieve at their potential and develop understandings, life skills and personal qualities that assist students to lead happy, productive and responsible lives.

Parents and staff recognise the central role of the school in creating and maintaining a strong and cohesive community in the Mingoola area. Our active P&C supports the school in this key community role through the organisation of several events through the year that bring parents and members of the wider community into the school to celebrate the achievements of the students and reinforce connections.

In 2012, the Community Involvement Project combined with a refocus on positive behaviour support to reestablish Mingoola PS as a welcoming and supportive environment for both students and parents. This combined approach led to improvements in student behaviour and community relations.

An array of changes to curriculum and school management systems in 2013 poses a series of challenges for all public schools in NSW. However in the midst of this change, Mingoola PS remains focused on improving outcomes for its students.

Next year will see changes on a school level aimed at improving teaching and learning in literacy as well as improving the learning support structures available to students. Specifically, in 2013 Mingoola PS will;

- implement an improved spelling program
- aim to improve students talking and listening skills through involvement in the Premier’s Debating Challenge
- engage a Learning and Support Teacher for time each week above that provided for by the schools staffing allocation, to provide targeted support to students
- participate as a pilot school in the development of a remote access learning support center.

I would like to thank the staff for their dedication and effort in 2012. The team of Mrs. Cooper, Miss Northey, Mrs. Hollit, Mr. Gillespie and Mr. Taylor
worked hard to ensure students were provided with a first rate educational program.

I would also like to thank the community for their support this year, particularly the P&C and its executive, who have worked tirelessly to support the school and its students through direct assistance and through fund raising activities.

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.

**Cam Pryce**

**P & C message**

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

The support of the entire school parent body whether they attend meetings or not aim to ensure our children are not disadvantaged by attending a small isolated school. This is something that I think we achieve with the help of the teaching staff and the support of the local community.

Our fundraisers this year consisted of a very successful wood raffle and cake stall which we made a total of $919.55. We catered for our Easter Family BBQ, Annual Small Schools Cross Country, helped the Mingoola Hall Committee cater for the Motor Homes Club, The Graduation Disco and our annual Presentation Evening BBQ. The major fundraiser was our Family Fun Day which we raised approximately $1000.

P & C continue to provide Scholastic Bookclub for the school which provides some free purchases throughout the school year.

Our Canteen Coordinator, Brooke Middleton dedicates her expertise in the kitchen giving up her time to provide the children, staff and quite often parents a lovely homemade fresh lunch. Some of the produce used in the lunches is picked fresh for the school vegie garden, a credit to both Mr Gillespie and the students.

We would like to express our thanks to Pat Gillespie for his dedication, time and hard work he does towards the school maintenance; Brooke Middleton, our Canteen Coordinator for organising and running the canteen; and Glen Taylor, for his continued support and teaching of marimbas again this year. The Small Schools Marimba Ensemble performing at the Sydney School Spectacular was a credit to Glen, teachers, parents and most of all the three students who were selected to participate. This is just one example of the opportunities available for the students at Mingoola Public School.

A very big thank you to Heather Saunders, the P&C Secretary and to Heather Middleton, the P & C Treasurer who go far and beyond their duty to provide support for myself, their dedication, their volunteering of their time and many hard working hours that go on behind the scenes.

Many thanks to Mr. Cam Pryce for working with the P & C this year to provide great educational opportunities for the children who attend this great small rural school. Thank you also, to the teaching staff, Miss Naomi Northey and Mrs Sue Cooper and Belinda Hollitt who has enthusiastically filled the role in administration.

Mingoola Public School – Always Achieving, perfect description.

Tanya Swan

**Student representative’s message**

When I started Kindergarten at Mingoola, I remember being nervous about meeting all the older children and teachers. But I soon felt safe and welcome and the other students became my friends.

I have been at Mingoola PS through the Principalships of Miss Worling, Miss Ashton and Mr. Pryce. Each Principal has brought new ideas to our school, making it a better place all the time.

As one of the students of Mingoola PS, I have been given lots of great opportunities to do and see things that other children do not have the
chance to do. I have been to Canberra, Brisbane, Dubbo Zoo, and Schools Spectacular in Sydney.

I have learnt a lot in all areas of the curriculum and have enjoyed learning. I have particularly enjoyed maths, which is my favorite subject.

Mingoola Public School has been life a big family to me and I am sorry to have to leave at the end of year six.

I will miss seeing all my Mingoola friends when I go to high school.

Heath Saunders

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
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<td>#N/A</td>
<td>#N/A</td>
<td>9</td>
<td>6</td>
<td></td>
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<tr>
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<td>#N/A</td>
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Student attendance profile

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<tr>
<th>Year</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
<td>95.4</td>
<td>97.3</td>
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<td>93.9</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>90.9</td>
<td>95.7</td>
<td>99.4</td>
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<tr>
<td>2</td>
<td>85.3</td>
<td>95.7</td>
<td>98.3</td>
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<tr>
<td>3</td>
<td>87.7</td>
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<td>94.5</td>
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<tr>
<td>6</td>
<td>88.4</td>
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<tr>
<td>Total</td>
<td>92.0</td>
<td>89.3</td>
<td>94.4</td>
<td>97.0</td>
<td>93.0</td>
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Management of non-attendance

Mingoola Public School maintained an attendance rate above both regional and state averages in 2012. Students are rewarded for high attendance through the AAACE Awards program. Students maintaining an unexplained absence rate of greater than 20% over the course a term are referred to the HSLO. The principal makes contact with parents or guardians if a student attends school less than 85% of school days.

Post-school destinations

Students completing Year 6 at MPS generally continue their schooling at Tenterfield High School. This was the case with all students graduating primary school in 2012.

Staff information

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

The staff consists of a Teaching Principal, two part-time casual teachers, a relieving School Administration Manager, a part-time General Assistant and a casual Music Instructor.

The staff does not include any indigenous members.

Staff establishment

<table>
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<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
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<td>Teaching Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.226</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.18</td>
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<tr>
<td>Total</td>
<td>2.71</td>
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</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

0% of the staff of Mingoola PS are Indigenous.

Staff Retention
At the end of 2011, the substantive principal, Lyn Ashton received a transfer to Avalon Public School in Sydney. Cam Pryce, who was teaching in the temporary teacher position in 2011 was appointed to the Principal’s position in early 2012.

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

The permanent teaching staff consists of the Teaching Principal. The Principal has completed a Degree in Psychological Science and a Postgraduate Diploma in Teaching & Learning.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
<td>100%</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

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<thead>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Canteen</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Administration &amp; office</td>
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<tr>
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<td>Total expenditure</td>
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<tr>
<td>Balance carried forward</td>
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</table>
School Performance 2012

Achievements

Mingoola PS had continued its tradition of student achievement across a wide range of activities. At the centre of the schools philosophy on student achievement is a belief that primary education should provide a range of learning experiences spanning, social, cultural, sporting and academic pursuits, with the goal of moulding a well-rounded, confident and happy student.

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.

Due to the small cohort size of students undertaking NAPLAN in 2012, results cannot be published. This complies with privacy legislation.

Cultural & Performing Arts

The cultural and performing arts program at Mingoola PS extends beyond that taught in the classroom through the schools involvement with the Small Schools’ Marimba Ensemble. All students learn a variety of simple instruments in early infants years and progress to playing marimbas at an accomplished level in primary.

The students impressed audiences at the Tenterfield Community of Schools’ Education Week Assembly as a group, while three students were selected to travel to Sydney to perform at part of the Small Schools Marimba Ensemble at the Schools Spectacular.

Sport

Mingoola PS has developed a reputation of near full participation in the local Small Schools Carnivals. In 2012, Mingoola won the overall points trophy at the Small Schools Swimming Carnival. A strong contingent of students went on. Five students continued on to represent the school at the Zone Swimming Carnival.

Social & Behavioural

In 2012, the introduction of the AAACE Award System and the implementation of a behavior management policy that refocused staff on positive behavior support resulted in measureable improvements in student attitude, effort and overall behavior. Through their advances in this regard, the students assisted staff to create a more supportive and happy school environment.

Technology & Learning

Mingoola Public School is fortunate to be equipped with up-do-date technologies that support student learning, as well as a staff that are effective in the use of this technology.

In 2012, the school introduced iPads into the classroom, supporting learning across KLAs and enhancing engagement in class activities. This technology built upon the use of existing technologies within the school, including two interactive whiteboards and a ratio of one computer per student.

The capacity of the teachers and students of MPS to utilize technology to engage and educate others was put on display at the Border Rivers Catchment Authority’s ‘Kids Teaching Kids Conference’. At this event, Mingoola students from years two to six delivered their multimedia presentation on environmental issues local to the school. The students were highly commended for their performance and were invited to deliver the presentation via video conference to Questacon in Sydney.
Significant programs and initiatives

Aboriginal Education
Aboriginal perspectives are imbedded into teaching and learning programs throughout the year. This is achieved mainly through the English and HSIE key learning areas.

In addition to the integration of Aboriginal perspectives in the schools educational program, 2012 saw a greater level of symbolic inclusion within the physical school environment through priorities in the Grounds Improvement Program. The old flag pole was removed and replaced with a cross-arm pole, capable of displaying three flags. Mingoola PS now flies the Australian National Flag, the State Flag and Aboriginal Flag on a daily basis. Furthermore, as part of ongoing maintenance of school facilities, the large water tank at the front of the school was painted in Aboriginal designs by local aboriginal artist Rod McIntosh.

This change in the physical environment to include Aboriginal symbols reflects the determination of staff to ensure that Mingoola PS is a truly inclusive environment for all students.

Multicultural Education
Social justice, cultural diversity and the perspectives of cultures within Australian society are embedded in the school’s teaching and learning programs.

This included a study of Japan in our Term 2 HSIE unit.

Environmental Education for Sustainability
Mingoola Public School is committed to educating its students to become responsible global citizens, with an understanding of the complexity of the natural environment and the need for a sustainable approach to development.

Environmental Education is achieved primarily through the KLAs of HSIE, Science and CAPA. The students of Mingoola PS also involve themselves in programs for sustainability such as National Tree Day and Energy Savers.

Country Areas Program
In 2012, Mingoola PS received funding through the Country Areas Program to support the delivery of diverse, quality programs in spite of the schools geographic isolation.

This year, the funding was used to allow students access to CAP workshops and video conferences (focusing on literacy, art, science and personal development), as well as to support other excursions that provided learning experiences otherwise inaccessible to the students.

In addition to enhanced learning around outcomes, participation in these virtual and physical excursions provides students with the opportunity to interact socially and learn cooperatively with a larger group of students.

Connected Learning
As an isolated rural school, Mingoola regularly uses its connected learning facilities to enable students, staff and parents to participate in learning activities with other schools in the region. We also use this technology to connect with specialist teachers and facilities to provide the students with virtual experiences that would be impractical to achieve physically. For example, as part of our HSIE studies of the natural environment, students took a virtual excursion to the Great Barrier Reef and spoke with a scuba diver as he took us for an underwater tour.

Students in years 4-6 also teamed up with students from Bonshaw School via VC to tackle the Murder Under the Microscope Environmental Mystery.
The use of this technology in the classroom provides the students of our geographically isolated school with access to specialist science, music, art and literacy teachers.

**Music Program – Small Schools Marimba Ensemble**

Students of Mingoola PS have the opportunity each year, to form part of the Small Schools Marimba Ensemble. This ensemble, formed from a number of small schools in the New England Region gives the students the opportunity to perform as part of a large group at both the Sydney Opera House and at Schools Spectacular.

All Mingoola students play our marimbas and receive weekly tuition from our specialist music coach, Glenn Taylor.

This year, three students were selected from Mingoola to fly to Sydney to play in the Small Schools Marimba Ensemble as Schools Spectacular. This is a wonderful opportunity for the students, providing them with memories that will last a lifetime.

**Small Schools Reading Recovery**

In 2012, a permanent staff member was trained in the Small Schools Reading Recovery Program. This excellent program equips small schools with the capacity to deliver individual Reading Recovery based literacy support to individual students within the school.

Two students identified as requiring additional support benefited from the program in 2012, resulting in measurable gains in achievement of outcomes.

**Parent and Community Program (Community Involvement Project)**

The Mingoola Community Involvement Project is a program initiated in 2012 that draws parents and community members into the school to assist students with small, hands-on construction projects. The project aims to build a strong community around the school and support boys and girls education through demonstrating parental and role model support for education.

The program was a great success and will continue in 2013.

**Intensive Swimming School**

Mingoola students began 2012 with an intensive swim school. This program is designed to equip students with the knowledge and skills to be safe in and around water, life saving techniques and correct and efficient swimming strokes.

The program again proved its success with Mingoola winning the Small Schools Swimming Carnival and sending a strong contingent of swimmers on to the Zone carnival.
First Aid Training

All Mingoola students receive annual training in first aid techniques. This is a valuable program aimed at keeping our students safe in our rural environment.

Life Experiences Program

Mingoola PS is an isolated rural school, 58km from the nearest town. Both virtual and physical excursions therefore form an important part of the education of Mingoola’s students.

Mingoola PS is fortunate to have its own bus, capable of transporting the whole school to various locations in order to provide the students with a broad and rich education.

In addition to the regular local excursions throughout the year, all students from K-6 participate in an annual, week long Combined Small Schools Excursion. This year, students and staff combined with Bonshaw PS to travel to Dubbo Zoo.

Additionally, the whole school travelled to Boomi to participate in the Boomi PS Mini-School, where the students participated in sporting, technology, science, art and dance workshops.

Crunch & Sip

2012 saw the continuation of the Crunch & Sip healthy eating program at Mingoola PS. Students break for five minutes each day at 10am to enjoy a piece of fruit and a drink of water. The Crunch & Sip program reflects the schools commitment to providing a healthy environment for students to learn in and to promoting healthy living habits on its students.

Year 6 Transition to High School

In order to assist our year 6 students make a smooth transition to high school, students in their final year at Mingoola PS participate in the Tenterfield High School Transition Program. This year, students were able to make use of the new trade kitchen facilities at the high school and participated in a My School Kitchen Rules competition.

In addition to the high school transition program, in Term 4, Mingoola students in year 6 travel to The Sir Henry Parkes Memorial School in Tenterfield on several occasions to meet with other year 6 students who will become their peers in high school. The students participate in regular classes at SHPMPMS and make connections that ease the transition to high school the following year.
Progress on 2012 targets

Target 1
Improvement in student literacy levels

One of the targets identified in the school plan was to affect an increase in student literacy levels, as measured through NAPLAN and school based assessments.

The strategies identified to achieve this target were:

- Continued implementation of Accelerated Literacy.
- Implementation of a Reading Recovery based program to assist students struggling with reading.
- Professional Development of all teaching staff.
- Improved systematization of teaching literacy skills.
- Seamless integration of ICT to enrich teaching and learning experiences.

As many of these strategies could be implemented in the short term, targets were set to be assessed at the end of 2012.

All of these strategies were implemented, with two exceptions:

1. Accelerated Literacy was found to be insufficiently effective when implemented in a K-6 classroom. The use of AL was therefore discontinued.

2. The improvement of systematization of teaching literacy is ongoing.

Our achievements, at the end of 2012 include:

- Increase in all K-2 students below PM level 30 of at least 3 levels.
- All students in years 2-6 above PM level 19.
- The majority of students, by the end of 2012, are demonstrating achievement in accordance with outcomes for their stage of schooling.
- Due to the small cohort size of students sitting the year 3 and 5 NAPLAN tests, privacy regulations prevent the publication of NAPLAN data.

Target 2
Improvement in student numeracy levels

Another target identified in the school plan was to affect an increase in student numeracy levels, as measured through NAPLAN and school based assessments.

The strategies identified to achieve this target included:

- Daily practice of number facts to promote and consolidate recall.
- Use of concrete materials on a daily basis.
- Systematic teaching of a wide range of problem solving strategies with emphasis on Newman’s Analysis of problem solving.
- Professional development for teachers on how to effectively integrate ICT to enhance teaching and learning.
- Analysis of data including Years 3 and 5 NAPLAN results, school based and standardized assessments.
- Continued regular use of the web based Mathletics program at school by all students.
- Improved systematization of teaching numeracy skills.
- Incorporation of interactive whiteboard technology and individually appropriate strategies to support student learning.

All of the above strategies were implemented in 2012.

Our achievements include:

- All year 3 and 5 students currently enrolled achieving at least national minimum standard in numeracy in 2012 NAPLAN.
- The majority of students, by the end of 2012, are demonstrating achievement in accordance with outcomes for their stage of schooling.
- Due to the small cohort size of students sitting the year 3 and 5 NAPLAN tests, privacy regulations prevent the publication of NAPLAN data.
Target 3

Improvement in student motivation to achieve academic, social and behavioural goals

The final target identified in the 2012 revision of the school plan was to affect an improvement in student motivation to achieve academic, social and behavioural goals.

The strategies identified to achieve this were;

- Research into best practice and successful models in other schools for positive behaviour support.
- Introducing a merit system K-6 that celebrates achievement, effort and success and rewards positive behaviours.
- Consultation with our student body, staff and parents.
- Formation of a student body to encourage engagement.
- Enhance student engagement through enriched teaching using ICT and Rich Tasks.

All of the above strategies were implemented in 2012.

Our achievements include:

- Increased self motivation and engagement
- Increase in effort and engagement across all year levels
- Reduction in the need for ‘time out’ across all years
- Dramatic improvement in behaviour of student with challenging behaviours
- Zero suspensions

School Evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of learning support structures, teaching and learning of spelling and parent satisfaction.

Learning Support Structures

Background

There is a trend of students enrolling to Mingoola PS at a point part way through their primary schooling. These students come to Mingoola with a diverse range of learning needs.

Findings and conclusions

School based assessments, teacher observations and NAPLAN results indicate that this contingent of students at Mingoola PS require high quality, intensive learning support in order to achieve stage outcomes as a matter of urgency before entering high school.

A need for intensive, high quality learning support, additional to the provisions of the staffing allocation has been identified.

Future directions

The school will investigate the possibility of allocating additional funding to the LAST role, allowing the development of a high quality learning support structure within the school.

Teaching & Learning of Spelling

Background

As part of the ongoing cycle of review and improvement the school constantly monitors and assesses teaching practice in all areas, but particularly literacy and numeracy.

It was suspected that within literacy, spelling was an area requiring attention.

Findings and conclusions

NAPLAN results of past years indicate that student performance in spelling is an area requiring improvement.

Additionally, school review of the resources and methods used in previous years to teach spelling fell short of best practice.

Future directions

The school will investigate ways to improve the teaching and learning of spelling within the school, refocusing on a phonemic approach to teaching spelling.
Parent satisfaction
In 2012 the school sought the opinions of parents about the school. Some key responses are presented below.

All parents believed that the learning that their children were involved in through the schools programs was important.

The vast majority of parents felt that both they and their child were welcome in the school and that the school provided a safe and supportive environment for its students.

Approximately 30% of parents returned responses that indicated that they were unaware of some of the programs that had been led by the Principal to improve educational programs.

Professional Learning
In 2012, one staff member was employed as a permanent member of staff, while all other staff were employed on temporary contract or a casual basis. Professional development pursuant to the long term priorities of the school as identified in the School Plan was allocated with regard to this context.

Pursuant to Priority 1 of the 2012-14 School Plan, a staff member received training through the Small Schools Reading Recovery Program in Terms 3 and 4. The majority of PD funds were expended on this, Principal’s attendance at Regional Conference, Small Schools Conference, PPA meetings and iTEC.

The average expenditure per teacher on professional learning was $1500, with a total PD expenditure of $4505.

Full staff permanent attendance at staff development days was recorded through 2012. These days covered mandatory training (including Code of Conduct, First Aid & CPR, Anaphylaxis, Emergency Care and Child Protection) as well as school priorities, strategies and programs to achieve targets and joint programming activities.

Staff development days also included attendance at iTEC and the Small Schools Conference.

The school has one new scheme teacher working towards accreditation at Professional Competence and one maintaining accreditation at Professional Competence.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014

Improve student literacy levels

2013 Targets to achieve this outcome include:
- 50% of year 5 students achieving results mainly in Band 6 or above on the Literacy components of 2013 NAPLAN.
- No year 3 students achieving in Bands 2 or lower on the Literacy components of 2013 NAPLAN.
- No year 5 students achieving in Bands 4 or lower on the Literacy components of 2013 NAPLAN.
- 70% of students achieving literacy outcomes at an average of at or above stage level by end 2013.

Strategies to achieve these targets include:
- Continued implementation of Reading Recovery based literacy support for individual students.
- Professional development of SLSO in literacy and numeracy teaching.
- Continued professional development of all teaching staff.
- See priority 4.

School priority 2
Outcome for 2012–2014
**Improve student numeracy levels**

**2013 Targets to achieve this outcome include:**
- No year 3 students achieving in Bands 2 or lower on the Numeracy component of 2013 NAPLAN.
- Less than 26% of students achieving in Bands 4 or lower on the Numeracy component of 2013 NAPLAN.
- 70% of students achieving numeracy outcomes at an average of at or above stage level by end 2013.

**Strategies to achieve these targets include:**
- Continued use of Mathletics on a regular basis to reinforce content.
- Continued use of concrete materials in each mathematics lesson.
- Professional development of SLSO in literacy and numeracy teaching.
- Continued professional development of all teaching staff.
- Ongoing rigorous assessment for learning supported by LAST (see priority 4).

**School priority 3**

**Outcome for 2012–2014**

*Improvement in student motivation to achieve academic, social and behavioural goals*

**2013 Targets to achieve this outcome include:**
- Maintain minimal timeout through 2013.
- Maintain nil suspensions through 2013.
- Continued increase in student motivation and positive behaviour.
- Mentoring of school leaders to provide positive role models for peers.

**Strategies to achieve these targets include:**
- Continued use AAACE positive behaviour rewards system.
- Implementation of in-class Smartboard based behaviour management software (e.g. Class Dojo).

**School priority 4**

**Outcome for 2012–2014**

*Improved student outcomes in literacy and numeracy through quality learning support structures and programs*

**2013 Targets to achieve this outcome include:**
- No students achieving NAPLAN scores below stage minimum standard.
- See NAPLAN targets for Priorities one and two.
- 70% of students achieving literacy and numeracy outcomes at an average of at or above stage level by end 2013.

**Strategies to achieve these targets include:**
- In the first semester of 2013, a LAST will be employed for a weekly time greater than currently, above that provided for in staffing allocation.
- Specific timetabling of LAST time for in-class support and withdrawal.
- Increased emphasis on rigorous and ongoing assessment for learning in literacy and numeracy.
- Development and implementation of a school Assessment for Learning Schedule.
- Ongoing professional development of SLSO.
- Ongoing professional development of LAST.

**School priority 5**

**Outcome for 2012–2014**

*Implementation of the National School Improvement Tool to assess and monitor school improvement*

**2013 Targets to achieve this outcome include:**
- Full self-assessment completed by end 2013.

**Strategies to achieve these targets include:**
- Formation of self-assessment panel in Term 2.
- Begin assessment using the tool in Term 2/3.
• Use of the information gained to inform planning for 2014.

School priority 6

Outcome for 2012–2014

Greater awareness within school community of the work of the school, including instructional leadership

2013 Targets to achieve this outcome include:

• Increase in parent awareness of curriculum leadership within the school as measured by parent satisfaction survey in Term 4, 2013.

Strategies to achieve these targets include:

• Greater use of the school newsletter as a tool for celebration of the achievements of the school, staff and students.

• Greater level of information provided to P&C regarding school improvement and achievements of staff.

• School assemblies held two – three times each term to inform community of the activities and achievements of the schools and students.
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.

Cam Pryce, Principal

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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: