School context

Mingoola Public School is a small rural school in the Mole River valley. The school’s students are from families predominantly employed in primary production.

Principal’s message

Mingoola Public School is a small but very well resourced school, dedicated to delivering a well-rounded education to its students, giving them the opportunity to achieve to their potential.

Both staff and students take great pride in our school and maintain high standards in academic effort, attendance, behaviour and presentation.

The school is very well resourced, occupying four buildings including two technologically advanced interactive classrooms, a music shed and an office / library building. The main classrooms are air-conditioned and contain sufficient computers to allow all students access at the same time. Students also have access to iPads and interactive whiteboards in each classroom to enhance learning. These technologies are well utilised by the dynamic teaching staff to make the learning experience truly interactive.

Students are provided with three undercover areas in which to play as well as a multipurpose court and sandpit. A large array of sporting and play equipment is available for student use from our sports equipment shed.

The students and staff of Mingoola Public School receive strong community support through both the P&C and the involvement of individual parents. We are extremely fortunate to enjoy a harmonious, family oriented environment in which our students can flourish.

A sense of student ownership of learning outcomes is promoted, whereby students take responsibility for engaging in the stimulating learning environment and want to learn. In this context, highly effective partnerships between students and teachers can be formed, with the support of parents.

The staff of Mingoola Public School are committed to enhancing the academic, sporting and cultural outcomes for each student. Our motto; Always Achieving, speaks of this dedication to assist students to develop their knowledge and understanding, making constant progress at their own level. Students are encouraged to attempt new challenges, focus on achievements and to view mistakes as opportunities for learning.

Mission Statement:

To create a stimulating, safe, supportive and disciplined learning environment, in which students engage in an education that will prepare them as well-rounded and informed global citizens.

The following pages detail some of the significant initiatives and achievements of our school through 2013.

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
Principal
Summary of Achievements in 2013

In 2013, Mingoola Public School was again true to its motto; Always Achieving. Our students experienced great success in sporting, academic and cultural domains.

On the sports field, Mingoola PS was awarded the overall points trophies in the Border Country Small Schools Swimming, Cross Country and Athletics carnivals. From these carnivals, students were selected to represent our school in the Northern New England Zone PSSA carnivals, with some students further progressing to regionals.

In the Cultural and Performing Arts, our students distinguished themselves both individually and as a school group in the Tenterfield Eisteddfod and Oracles of the Bush. In addition to the many individual awards our students received, we were awarded the Marcia Rhodes Trophy for highest score in group spoken verse at the Eisteddfod.

We fielded our first debating team to compete in the Premier’s debating challenge and performed well against more seasoned teams of the competition. The experience gained by the debaters was valuable and will stand our 2014 team in good stead.

Our students also participated in the Kids vs Wild resilience building program at Thalgarrah Environmental Education Centre and later were further challenged during our major excursion to Lake Keepit Sport and Recreation Centre, where they engaged in a week of adventure activities and again distinguished themselves through their behaviour.

Best practice in technology supported learning at our school was showcased at the iTEC conference in Tamworth, with more teachers and principals attending our session than any other over the two day conference.

In academic terms, focus on quality teaching and learning ensured that our school continued on a trajectory of improved student growth. Rates of student growth achieved, as measured by Year 3-5 NALPAN data, were significantly higher than the regional average and greater than the state average.

Under the Solar Schools Scheme, our school received funding to purchase and install a $33,000 solar system, which affected a significant drop in our quarterly power bills and enhanced opportunities for learning in HSIE, Mathematics and Science.

We also applied for and were granted $2,000 to rectify the safety issue posed by the library stairs as well as a further $2,000 through the Live Life Well scheme for sporting equipment and a combined schools gymnastics program to be implemented in the second half of 2014.

Finally, thanks to the fundraising efforts of the P&C, the school and parent body were able to jointly fund new play equipment to sit within our new sandpit.

The following sections provide more information on initiatives and achievements throughout 2013 and the resources through which these were achieved.

P & C and/or School Council message

The Mingoola Public School P&C Association had a busy year including the departure of the Magner Family with Richard having to resign as President of the P&C Association. At this time, Brendon Swan was nominated as President.
In the past year the P&C has fundraised to support the school by contributing funding for education resources and school excursions, this consisted of the following:

- Running Wood Raffles
- Helping Lyons Cater for the MotoGuzzi Bike Rally
- Catering for Magners’ clearance sale

The total value of funds raised can be found in the treasurer’s report of the 2013-2014 AGM.

I would like to thank all the people involved in P&C Association, the school teachers and members of the community for their ongoing support.

Brendon Swan

### Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>10</td>
<td>7</td>
<td>9</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>10</td>
</tr>
</tbody>
</table>

In 2013, Mingoola Public School educated 10 students, 5 boys and 5 girls. However one family relocated away from our area in July, leaving our school with 7 students.

### Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.4</td>
<td>97.3</td>
<td>n/a</td>
<td>93.9</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>90.9</td>
<td>95.7</td>
<td>99.4</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>85.3</td>
<td>95.7</td>
<td>98.3</td>
<td>89.5</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>87.7</td>
<td>92.0</td>
<td>94.5</td>
<td>98.4</td>
<td>98.9</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>n/a</td>
<td>91.0</td>
<td>100.0</td>
<td>93.1</td>
<td>97.8</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>86.3</td>
<td>n/a</td>
<td>96.1</td>
<td>97.8</td>
<td>97.2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>88.4</td>
<td>94.1</td>
<td>na</td>
<td>90.2</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>92.0</td>
<td>89.3</td>
<td>94.4</td>
<td>97.0</td>
<td>93.0</td>
<td>97.1</td>
</tr>
</tbody>
</table>

Management of non-attendance

Mingoola Public School maintained attendance rates above Regional and State averages in 2013. Students are rewarded for high attendance through our AAACE Awards system. The principal
makes contact with parents or guardians if school attendance rates drop below 85%. Students maintaining an unexplained absence rate of greater than 20% are referred to the HSLO.

**Workforce information**

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

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2.59</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

The school maintains a small staff, with no members of indigenous background.

**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>50</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>100</td>
</tr>
</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>60233.47</td>
</tr>
<tr>
<td>Global funds</td>
<td>43008.36</td>
</tr>
<tr>
<td>Tied funds</td>
<td>23437.67</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>4057.04</td>
</tr>
<tr>
<td>Interest</td>
<td>1792.98</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1209.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>133739.02</td>
</tr>
</tbody>
</table>

| **Expenditure**                                |            |
| Teaching & learning                            | 9769.34    |
| Excursions                                     | 5094.70    |
| Extracurricular dissections                    | 4690.33    |
| Library                                        | 3060.79    |
| Training & development                         | 5366.54    |
| Tied funds                                     | 22977.64   |
| Casual relief teachers                         | 1197.21    |
| Administration & office                        | 13592.97   |
| School-operated canteen                        | 0.00       |
| Utilities                                      | 4196.16    |
| Maintenance                                    | 5057.52    |
| Trust accounts                                 | 1252.00    |
| Capital programs                               | 6759.00    |
| **Total expenditure**                          | 83014.20   |
| **Balance carried forward**                    | 50724.82   |

Major expenditure items included additional school funding directed towards extending the second teacher position to five days per week in semester one and three days per week in semester two.

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

School priorities in 2013 focused on enhancing student outcomes and educational experience through increased access to learning support and through building partnerships with the school and broader community.

Through directing funding and reorganising staff roles, the school was able to enhance the learning support received by each student. This was achieved through extending the LAST position beyond the 0.4 staffing allocation and reclassifying the SAM/SLSO role to contain an increased percentage of in class SLSO time.

The school was successful in building a greater and more supportive community through engagement with local community organisations including the Mingoola Progress Association and Tenterfield Lions Club.

Each year, students in years 3 and 5 participate in the NAPLAN. Year 3 to 5 student growth data supported school based assessments, in indicating that the above initiatives were successful in enhancing student outcomes.

Privacy legislation prevents schools reporting on cohorts of less than 10 students. As such, no further data on student performance can be included in this report.

Other school based assessments

Mingoola Public School maintains a program of ongoing assessment to compliment and provide additional information to NAPLAN. These assessments include plotting of students against the literacy and numeracy continuums.

Other achievements

The students of Mingoola Public School maintained a dominant presence on the sports field among the Border Country Community of Schools. Mingoola retained the Small Schools Swimming trophy and also captured the winners’ trophies of the Small Schools Athletics and Cross Country.

The performances and artworks of our students were acclaimed at the Oracles of the Bush festival. Indeed, one student was honoured by being allowed to recite her poem during the adult section.

At the Tenterfield Eisteddfod our students were awarded the Marcia Rhodes Trophy for highest score in group spoken verse in addition to many individual awards.

Significant programs and initiatives

Life Experiences / PDHPE Excursion

Mingoola Public School works to ensure all students feel included and part of a cohesive and supportive peer group. One important factor contributing to this element of our school is the annual whole school excursion. This year, students travelled to Lake Keepit Sport and Recreation Centre for a week-long PDHPE camp. The camp built students self-belief and resilience as they tackled physical challenges and team building activities.

Premier’s Debating Challenge

For the first time, Mingoola students entered the Premier’s Debating Challenge, competing against teams from our region. The experience of debating more seasoned rivals was very beneficial for the students involved.
Premier’s Sporting Challenge
All students again participated in the Premier’s Sporting Challenge, with our school receiving a gold level award thanks to the combined efforts of students.

Community involvement project
The community involvement project continued in 2013, with students working with parents and community members to design and construct sustainable power generators (Stage 3) and working simple machines (Stage 1/2). The project was again effective in motivating learners and engaging parents and community in the education of our students.

Remote Literacy Support - NECOL
In 2013, Mingoola Public School was a pilot school in a trial of remote delivery of additional learning support through the New England Centre of Learning. Selected students participated in MultiLit sessions three times per week via Adobe Connect sessions. The online program effectively complimented school based programs to raise literacy levels of the participants.

Kindergarten Transition
Through Terms 3 and 4, the school ran a transition to school program for students entering Kindergarten in 2014. The program was effective in building early pre-school literacy and numeracy skills and allowing future students to become familiar with routines and the school environment.

Aboriginal education
Aboriginal perspectives are embedded in teaching and learning experiences for all students throughout the year. Commensurate with the syllabus documents, the school continues to deliver programs that educate all students about Aboriginal histories, cultures and perspectives.

This focus is effective in enhancing knowledge, understanding, tolerance and harmony within our school and the minds of our students.

Over the 2012-14 planning cycle, the school has dedicated resources to delivering this element of our program. Resources have been directed towards changes in the school’s physical environment, engagement of prominent local Aboriginal people to work with our students and towards funding learning experiences specifically focused on teaching Aboriginal histories, cultures and perspectives.

Multicultural education
In 2013, Mingoola Public School’s student and parent cohort did not include any refugees or students of non-English speaking background.

The school promotes harmony and understanding of all cultural groups through its educational programs. Specific attention is given to this outcome in English and HSIE studies, through the study of a range of texts dealing with various cultures and the study of a cultural group.

Transitional Equity Funding
Our school received Transitional Equity Funding in 2013. This was primarily directed towards alleviating the impacts of low SES and geographic isolation through funding of the second teacher / LAST position.
Student Welfare

AAACE

The school-based Academic, Attendance, Attire, Citizenship and Effort (AAACE) Rewards Program continued in 2013. This program was first implemented in early 2012 to address the identified need in the school plan to move from a punitive system of behaviour management to a system based upon positive behaviour support. The program continues to deliver positive outcomes for staff and students, with the need for the application of consequences continuing to diminish.

Premier’s Sporting Challenge

As part of a multifaceted approach to improving student fitness, health, happiness and ability to learn, all students again participated in the Premier’s Sporting Challenge. Students enhanced their physical activity routine and fitness outcomes. Our school was awarded a Gold level certificate for the efforts of the students.

Live Life Outside the Box

The Live Life Outside the Box challenge encouraged students to monitor and limit their ‘screen time’ over the course of one month. The challenge raised students’ awareness of the health effects of a sedentary lifestyle.

Crunch & Sip

The Crunch & Sip program was maintained in 2013, with students learning about the importance of fruit and pausing each day for a quick Crunch and Sip break.

Additional health initiatives in 2013 included a review of PDHPE programs through the Live Life Well program, participation in the Q4H2O water challenge, maintenance of the school vegetable garden by students and the continued operation of our P&C’s healthy canteen.

Personalising Learning and Support for Students with Additional Learning Needs

During this school planning cycle, a priority area of enhanced learning support was identified. Students with additional learning needs were provided with access to additional staffing resources and programs. See ‘School Planning and Evaluation’ for more detail.

Environmental Education for Sustainability

In 2013, the school developed and began implementation of a School Environmental Management Plan. This plan identifies areas in which the school can more effectively manage resources and use the process of applying necessary changes as opportunities for student learning.

One of the major improvements in the school’s environmental management in 2013 was the installation of a photovoltaic system on the BER room. In addition to reducing the electricity bills and carbon emissions of the school, the installation of the system provided many opportunities for learning in Science, Mathematics and Human Society and Its Environment.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Evaluation using the National School Improvement Tool
- Parent survey
- Evaluation of student achievement and growth data from NAPLAN and school based assessments
School planning 2012—2014: progress in 2013

School priority 1
Improvement in student literacy levels

Outcomes from 2012–2014
The intended outcome of this school identified priority is an increase in student literacy levels, as measured through NAPLAN and school based assessments.

Due to the small cohort size, specific assessment data cannot be provided to support achievement of progress towards this outcome in this report. A general statement will be provided instead.

Evidence of progress towards outcomes in 2013:
• Implementation of remote delivery MultiLit sessions for identified students.
• Funding of LAST in addition to allocation, to work with identified students.
• NAPLAN year 3-5 growth data supported strong progress towards the outcome, with the school comparing favourably to both region and state.

Strategies to achieve these outcomes in 2014
• All teaching staff to be trained in Focus on Reading.
• Ongoing additional professional development of Beginning Teachers, including mentoring Reading Recovery teacher.
• Implementation of interschool instructional rounds, in collaboration with local schools to enhance quality teaching, learning and assessment in literacy and numeracy.

School priority 2
Improvement in student numeracy levels

Outcomes from 2012–2014
The intended outcome of this school identified priority is an increase in student numeracy levels, as measured through NAPLAN and school based assessments.

Due to the small cohort size, specific assessment data cannot be provided to support achievement of progress towards this outcome in this report. A general statement will be provided instead.

Evidence of progress towards outcomes in 2013:
• Funding of LAST in addition to allocation, to work with identified students.
• NAPLAN year 3-5 growth data supported strong progress towards the outcome, with the school comparing favourably to region and approximately equal to state.

Strategies to achieve these outcomes in 2014
• All teaching staff to be trained in Count Me In Too.
• Ongoing additional professional development of Beginning Teachers.
• Implementation of interschool instructional rounds, in collaboration with local schools to enhance quality teaching, learning and assessment in literacy and numeracy.

School priority 3
Improvement in student motivation to achieve academic, social and behavioural goals

Outcomes from 2012–2014
Intended outcomes over the planning cycle in this priority area relate to improving the learning culture and student motivation. The priority reflects the identification of a need for increased engagement with the curriculum and a related need for a more positive learning environment.

Evidence of progress towards outcomes in 2013:
• As a result of the implementation of a more supportive behavioural management system, increasingly effective learning partnerships are being built between staff and students. An atmosphere of greater trust is evident in classrooms, allowing students to engage in academic risk taking.
• The need to apply time out for inappropriate behaviour had reduced to virtually zero.
• Nil suspensions in 2013.
• Teacher survey identifies increased student motivation to engage with learning tasks and the efficacy of ICT in enhancing motivation.
Strategies to achieve these outcomes in 2014

- Maintenance of revised behaviour management strategies.
- Continued integration of ICT across all KLAs.

School priority 4
Rigorous Assessment of School Improvement

Outcomes from 2012–2014
An enhanced school evaluation process, leading to improvements in identified domains.

Evidence of progress towards outcomes in 2013:
- Implementation of the National School Improvement Tool to assess and monitor school improvement.

Strategies to achieve these outcomes in 2014
- Use of the National School Improvement Tool as an integral part of yearly evaluations to inform progress and assist with identification of targets.

School priority 5 (end 2012 revision)
Enhanced Learning Support

Outcomes from 2013–2014
Improved student outcomes in literacy and numeracy through quality support structures and programs.

Evidence of progress towards outcomes in 2013:
- Allocation of funding to extend LAST role to support learning.
- Implementation of remote delivery MultiLit sessions for identified students.
- NAPLAN year 3-5 growth data supported strong progress towards the outcome, with the school comparing favourably to both region and state.

Strategies to achieve these outcomes in 2014:
- Targeted professional development in literacy and numeracy.
- Funding of second teacher position above allocation to 4 days per week, to allow stage split on 3 days.

School priority 6 (end 2012 revision)
Greater awareness within school community of the work of the school

Outcomes from 2012–2014
Increased awareness of the work and achievements of the school within both the parent and wider community, with particular reference to educational and support programs and curriculum leadership.

Evidence of progress towards outcomes in 2013:
- Greater promotion of initiatives and achievements to the school community through the school newsletter.
- Wider distribution of the school newsletter via the Mingoola Progress Association.
- Increase the frequency of submission of news stories to the Tenterfield Star.
- Selective participation in limited paid advertising to the Tenterfield area.

Strategies to achieve these outcomes in 2014:
- With the exception of paid advertising, maintain strategies noted above.
- Increased engagement of staff and students in local, public events, such as Cracker Night and partnerships with local organisations.

School priority 7 (end 2012 revision)
Increased partnerships with community organisations

Outcomes from 2012–2014
Meaningful partnerships with at least two organisations or groups that contribute to connected learning, community participation or social inclusion of all students.

Evidence of progress towards outcomes in 2013:
- Progress on this outcome has been limited in 2013. Valuable funding partnerships were established with the Lions Club of Tenterfield and the MotoGuzzi Club of Queensland. These partnerships provided funding that assisted the school to purchase replacement playground equipment at the end of 2013.
Strategies to achieve these outcomes in 2014:

- Develop relationships with the Moombaleen Aboriginal Education Centre in order to enhance learning around the cross-curricular priority of Aboriginal and Torres Strait Islander histories and culture.
- Develop closer ties between the school and the local community organisation (Mingoola Progress Association) to enhance social inclusion of students and families in their local community.

Professional learning

In addition to mandatory training in areas such as Anaphylaxis, Code of Conduct, Emergency Care, Disability Standards for Education and Child Protection, staff engage in ongoing professional learning to achieve the aims of the school plan and continuously improve classroom practice. For teaching and support staff, much of this development is delivered through mentoring by the Principal through both informal interactions and via the Teacher Annual Review Schedule.

In addition to school based mentoring, Mingoola Public School recognises the importance of maintaining strong collegial networks through which staff and the school may develop. To this end, the Principal, School Administrative Manager and Learning and Support Teacher all regularly attend and contribute to meetings of their colleagues. These include the meetings of the Armidale Primary Principals’ Association, SAM network and LaST network respectively.

In 2013, the Principal took up a position on the Armidale PPA Technology Reference Group. This position has delivered many positive outcomes and increased knowledge and understanding of technology in schools both at Mingoola Public School and within the Armidale Principals’ Network.

Professional learning is also undertaken in direct response to student needs. The LaST and Principal completed professional development relating to catering to the needs of students working with reading difficulties such as Dyslexia.

In response to priorities identified in the school plan, the Principal applied for access to two key programs targeting literacy and numeracy, planned for 2014. Both applications were successful, therefore professional learning in Count Me In Too and New Phase 1 Focus on Reading will be delivered to teaching staff in 2014. The Principal received facilitator’s training in preparation for the delivery of Focus on Reading.

The SAM engaged in professional learning that enhanced the professional image of school communications and improved knowledge and understanding of accounting processes. These included training in Adobe InDesign and Accrual Accounting Fundamentals.

All teaching and classroom support staff attended various workshops at the iTec (Information Technology in Education) conference in Tamworth. The Principal also presented the largest workshop at the conference, outlining innovations in curriculum delivery at Mingoola Public School through the use of iPads in the classroom.

The same staff groups also attended the Small Schools Conference in Armidale, learning from various workshops and in particular, completing professional development relating to understanding and implementing the English K-10 Syllabus.

Parent/caregiver, student and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. The questionnaires measured satisfaction on key elements of the school through a series of questions pertaining to each element. They included School Leadership, Curriculum, Communication, Behaviour Management and School Environment and Inclusion and Student Support.

Individual responses were aggregated into the table below.

![Parent Satisfaction](image)

Informal reporting of student satisfaction indicated a very high level of student satisfaction.
with staff relationships, curriculum and school life.

Future directions

Future directions for the 2014 planning cycle include;

- Innovation around Beginning Teacher support
- Professional development in teaching and learning of literacy and numeracy
- Development of effective partnerships within the Tenterfield Community of Schools

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

School contact information

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16 Mingoola School Rd, Mingoola via Tenterfield
Ph: 02 6737 5224
Fax: 02 6737 5224
Email: mingoola-p.school@det.nsw.edu.au
School Code: 4115

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: