Mingoola Public School
Annual School Report 2014
School context statement

Mingoola PS is a rural and remote P6 school. The school receives equity loading for low SES communities and is geographically isolated. The school community was allocated a Family Occupation and Education Index score of 139 averaged over 2013-14.

Mingoola PS maintains small student numbers, with multi-stage classes and students spending some of their time each week as a single K-6 class.

The school is staffed with two teachers – one full time permanent teaching principal and one part-time temporary teacher working towards accreditation at professional competence.

The school enriches its educational programs through collaboration with other schools, both for teaching and learning activities and staff learning and development.

The school has a particular focus on creating a learning environment in which students are comfortable engaging in intellectual risk taking and are valued as individuals.

Classroom practice is informed by evidence-based programs and integrates a range of ICT to facilitate dynamic and engaging learning experiences. Programs include strategies that effectively moderate the effect of geographic isolation and ensure that every student has the opportunity to succeed academically, socially and emotionally.

Principal’s Message

The ASR provides an opportunity to report on the strategic management of the school and celebrate the many achievements of our school in 2014.

Mingoola Public School continued to provide a high quality, holistic education for its students this year. It was a year that saw Mingoola PS maintain excellence in the provision of opportunities to our rural and remote students and also a year that marked enhanced collaboration with other schools as well as leadership of Mingoola PS within these ventures.

Our students continued to excel on the sporting field, with Mingoola PS winning two of the three local small schools sporting competitions. Mingoola claimed victory in the Border Country Small Schools Swimming and Cross Country, narrowly missing out on another trifecta within the local competition.

In the Premier’s Debating Challenge, our students built upon their performance of the previous year and won their round against the team that included members who would go on to claim victory in the regional finals.

Our students and teachers took leading roles in our first combined musical production with The Sir Henry Parkes Memorial PS. This major
production was a great success both in terms of the social and cultural outcomes for students, and in community reactions to the performances.

Mingoola PS has also increased collaboration with Bonshaw PS, with our students enjoying the learning and social interaction of many joint activities, including our week-long joint HSIE / PDHPE excursion to Coffs Harbour.

Mingoola PS also took a leadership role in revitalising the local community of schools and initiated a professional learning community with interschool instructional rounds at its core. This developing PLC has demonstrated great potential to significantly improve teaching and learning at scale, within the Border Country Community of Schools.

Engagement of the parent and wider community was another positive feature of the year. Our increased parent engagement in and support of the P&C facilitated the success of events such as the catering for the Seniors’ Mystery Tour, Vintage Car Club Rally and the first Mingoola P&C Fishing Competition. Strong school community engagement with the consultation and school planning process for 2015-17 also reflected the growing collaborative relationships between the school and community.

As a group, our students have made outstanding social, physical, cultural and academic outstanding gains this year.

Student information

<table>
<thead>
<tr>
<th>Student enrolment profile</th>
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<tbody>
<tr>
<td>Roll class</td>
</tr>
<tr>
<td>K-6</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
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<td>6</td>
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Student attendance profile

Our school maintained attendance at 97.1% in 2014, which was above state average.

<table>
<thead>
<tr>
<th>Workforce information</th>
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<tr>
<td>Workforce composition</td>
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<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>0.126</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>Total</td>
<td>2.59</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.
The school’s workforce did not include any Aboriginal members in 2014.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
As outlined in the 2012-14 school plan, teacher professional learning priorities include development in the teaching of literacy and numeracy.

In 2014, all teachers participated in professional learning identified to assist progress towards literacy and numeracy related targets. This included teachers training in Count Me In Too and Focus on Reading. These learning programs focus on explicit teaching and learning within K-6 numeracy and 3-6 literacy respectively. Teachers and SLSO also received tuition from a trained Reading Recovery teacher, aimed at improving teaching and learning in literacy in the early years.

Further significant professional learning included the Principal’s involvement in the Primary Principals Association, Principal Credential Pilot Program in which school leadership is applied to a significant school improvement project and evidences against the AITSL Principal Standard.

The Principal also completed professional learning on:
- Instructional Rounds
- The K-10 Science Syllabus
- Strategic Financial Management for Schools
- School Based Facilitator – Focus on Reading

as well as learning through participation in Network Meetings, PPA Area Meetings, the PPA Technology Reference Group and shadowing of two highly effective principal colleagues.

The total expenditure on teacher professional learning in 2014 was $7820, averaging $3915 per teacher. This figure is a reflection on Mingoola Public School’s recognition of the value of quality professional learning for staff and the impact this has on teaching, learning, school leadership and management.

Six School Development Days supported teacher and support staff professional learning in 2014. All teaching staff participated in these, joined by School Administrative and Support Staff as appropriate to the learning content. Key learning undertaken on these days included:
- mandatory training in Anaphylaxis, Child Protection, Code of Conduct, Emergency Care and Disability Standards for Education
- learning based on the new English and Maths syllabus documents, including programming, teaching & learning, assessing & reporting
- Focus on Reading
- Count Me In Too
- Instructional Rounds learning
- Teacher Accreditation at Proficient level

The Board of Studies, Teaching and Educational Standards (BOSTES) requires that all teachers who entered service after 2004 be accredited at ‘proficient’ level. In 2014, one teacher at Mingoola PS was working towards this level, while the Principal was maintaining accreditation at proficiency and working to evidence his practice against the AITSL Principal Standard.

Beginning Teachers
The Great Teaching, Inspired Learning (GTIL) initiative provides funding for schools to support permanent teachers in their first years of service. In 2014, Mingoola PS had one temporary beginning teacher working at the school. Temporary teachers do not attract funding support under GTIL. The school did however
provide additional release and mentoring for this teacher using professional learning and global funds.

In addition to school based mentoring and support, the beginning teacher attended VC training in Accreditation at Proficient level.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>50724.82</td>
</tr>
<tr>
<td>Global funds</td>
<td>43714.05</td>
</tr>
<tr>
<td>Tied funds</td>
<td>30152.88</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>12215.96</td>
</tr>
<tr>
<td>Interest</td>
<td>1844.42</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>976.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>139628.33</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 2217.86    |
| Excursions                | 4238.48    |
| Extracurricular dissections| 4915.08    |
| Library                   | 608.98     |
| Training & development    | 4737.19    |
| Tied funds                | 25863.04   |
| Casual relief teachers    | 1915.72    |
| Administration & office   | 8860.17    |
| School-operated canteen   | 0.00       |
| Utilities                 | 5399.78    |
| Maintenance               | 6779.17    |
| Trust accounts            | 979.70     |
| Capital programs          | 4019.87    |
| Total expenditure         | 70535.04   |
| Balance carried forward   | 69093.29   |

Mingoola PS does not request voluntary contributions from families.

$18,368.47 was retained from income over 2014 for major purchases and building maintenance not covered centrally, to occur in 2015. These include the purchase of a replacement for the aging Toshiba printer, replacement of the school bus with a more modern and appropriate vehicle, repair and upgrade of retractable blinds under the main cola and rectification works to the guttering on the K-2 classroom.

The school canteen did not operate in 2014.

The information provided in the Financial Summary is current at the date shown. This summary includes reporting from 1 December 2013 to 30 November 2014 since the change-over in financial systems for our school.

A full copy of the school’s 2014 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.

Academic achievements

NAPLAN

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 these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

The My School website (http://www.myschool.edu.au) provides detailed information and data for national literacy and numeracy testing (NAPLAN) for most schools. Under privacy requirements, data on students from Mingoola PS is not reported on due to the small student cohort.

No data is reportable for 2014 due to the small student cohort. Where reporting data is available in previous years, student gain data (reported only on Reading, Writing and Numeracy) indicates that Mingoola PS performs well in comparison to schools with similar student cohorts across Australian Schools. Data is however inconsistent due to the large effect individual students have on the school’s scores.

It is suggested that interested persons view student gain data in each domain for the available year ranges, in comparison to ‘schools with similar students’, ‘schools with the same starting scores’ and ‘all schools’. This is available via the My School link above.

**Significant programs and initiatives**

**Aboriginal background**

Mingoola PS is committed to the Department’s Aboriginal Education and Training Policy.

The school supports the education of Aboriginal students and the education of all students in Aboriginal histories, cultures, perspectives and current Aboriginal Australia through embedding appropriate content and resources in teaching and learning programs.

In 2014, the school had one student of Aboriginal heritage and received $693 through the RAM to support Aboriginal education. These funds were expended on texts to support the embedding of Aboriginal histories, cultures and perspectives in the English and HSIE learning areas. Culturally appropriate resources were embedded in teaching and learning programs, including the study of texts by Aboriginal authors and consideration of Aboriginal perspectives on issues studied in HSIE and Science, such a land use, Coal Seam Gas and colonisation of Australia.

Funds were also allocated towards an excursion to Yarrawarra Aboriginal Cultural Centre as part of the Coffs Harbour major excursion. This experience further educated students on historical and contemporary Aboriginal culture.

These strategies effectively promoted social inclusion, recognition and valuing of Aboriginal students’ and their cultural heritage, as well as developing an awareness of the historical interactions between early European and Aboriginal Australians.

**Multicultural education and anti-racism**

Mingoola PS maintains an inclusive educational environment for all students. Racism is not tolerated at our school.

The inclusive environment is supported by education on diverse cultures and developing global, critical perspectives within our students, and by the schools Anti-Bullying Policy and behaviour management system.

Teaching programs include elements that involve investigation of contemporary issues and the cultural perspectives and situations that inform individuals’ interactions in these situations. Students investigated several such issues in 2014, including the situation of refugees, diverse cultural clothing and practices, cultural and social norms in various countries and the study of a cultural group in HSIE.

Due to staffing changes, the school was without an ARCO in 2014. A permanent member of staff is scheduled to complete ARCO training in early 2015.

**Socio-economic background**

Mingoola PS was allocated a Family Occupation and Education Index score of 139 averaged over 2013-14. The school received $5602 in funding based upon socio-economic and educational factors of the school community.
This funding supported programs designed to enhance students’ access to a wide range of learning experiences through virtual and physical excursions, engagement of specialist teaching staff and Learning and Support Teacher time, and increase students’ engagement in learning. This included funding directed towards transport on curriculum related excursions, specialist music instruction for all students and additional LaST time each week to support the learning needs of all students. All students also received textbooks and writing materials funded by the school.

Other significant programs and initiatives

In 2014, Mingoola PS continued its quality co-curricular programs, including the music and life experiences programs.

Students received weekly specialist music education, focusing on creating and performing music with marimbas, djembes and innovative instruments. Unfortunately, due to building works at the Sydney Entertainment Centre, the opportunity to perform as part of the Small Schools’ Marimba Ensemble at Schools Spectacular could not be provided to students.

Students once again were provided the opportunity to broaden their life experiences, develop social connections beyond the school and participate in activities that complemented their work in Human Society in its Environment and Personal Development, Health and Physical Education with a joint week-long excursion to Coffs Harbour with Bonshaw PS.

Mingoola and Bonshaw Public Schools combined for a range of activities in 2014 that supported the educational programs of each school and the social education of students.

As an extension to the schools Cultural and Performing Arts program, our students combined with students of The Sir Henry Parkes Memorial PS to rehearse and perform a joint musical / dramatic production to the wider community.

A key initiative in which Mingoola PS played a central role, was the establishment of a professional learning community within the revitalised Border Country Community of Schools (BCCS). The initiation and development of a model of instructional rounds appropriate to the BCCS context was led by our school. This project will come to fruition in early 2015, with the member schools working closely to improve teaching and learning across all sites.

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:

- Analysis of NAPLAN and school based assessment data
- Staff reflection upon achievement against targets and indicators of success
- Staff, Student (years 5 & 6) and Parent assessment of school achievement against the National Schools Improvement Tool

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014
Improvement in student literacy levels

Evidence of achievement of outcomes in 2014:

- Due to the small student cohort participating in the 2014 NAPLAN, data evidencing achievement of targets from this source cannot be published. However NAPLAN data on student growth across the period of the school plan indicates strong student gains in literacy.

- School based assessments indicate that the majority of students both in 2014 and over the period of the school plan achieved outcomes in line with their stage of schooling.

Strategies to achieve these outcomes in 2014:

- Partial implementation of Accelerated Literacy. As reported in the 2013 ASR, Accelerated Literacy (AL) became difficult to effectively implement in the context of staff turnover and the multi-stage and K-6 classroom. As a result, many of the teaching strategies of AL were retained and used as appropriate at teacher discretion. The program was no longer implemented in its entirety in 2014.

- Staff engaged in training in Focus on Reading in 2014. This program was selected in response to school identified need in reading comprehension in years 3-6. Training was ongoing at the end of 2014, with 50% of teaching staff implementing the Focus on Reading strategies in classrooms.

- In 2012, one staff member was trained in Reading Recovery strategies through the Small Schools Reading Recovery Program. The implementation of this program delivered measurable improvements in reading levels of infants students. In order to sustain the implementation of Reading Recovery strategies in the school, in 2014 a trained Reading Recovery teacher was engaged on an occasional basis to provide training and mentoring to teaching staff in the strategies.

- To assist teaching staff in implementing the K-10 English syllabus, the Principal attended training in the new syllabus as part of the Small Schools Conference in 2013 and delivered school based training to staff in 2013 and 2014.

- The 2012-14 school plan identified the development of a school scope and sequence for all areas of English as an indicator of progress on this target. In the context of the new English K-10 syllabus implementation in 2014, this measure was re-evaluated and determined to be an ineffective use of teacher and executive time. This strategy for improvement of literacy teaching and learning will be reconsidered as a priority of 2015, in collaboration with partner schools.

- All students were plotted on the literacy continuum in 2014. Due to staff turnover, further training may be required to maintain and improve this reporting in 2015.

School priority 2

Numeracy

Outcomes from 2012–2014

Improvement in student literacy levels

Evidence of achievement of outcomes in 2014:

- Due to the small student cohort participating in the 2014 NAPLAN, data evidencing achievement of targets from this source cannot be published. However NAPLAN data on student growth across the period of the school plan indicates some strong student gains in numeracy.

- School based assessments indicate that the majority of students both in 2014 and over the period of the school plan achieved many, but not all, outcomes in line with their stage of schooling.

Strategies to achieve these outcomes in 2014:

- Concrete materials continue to be used in the majority of maths lessons in K-2 and in many lessons in years 3-6.

- In 2014, all teaching staff completed training in Count Me In Too. This training developed teachers’ familiarity with the numeracy continuum and assessment of students against, as well as teachers’ skill and competency in planning and implementing activities to support students’ learning development at their level along the continuum.

- Students continued to use and receive support in the use of Newman’s Analysis (Newman’s Prompts) for mathematical problem solving.
• The use of Mathletics continued to support teaching and learning programs, as well as student engagement.

• All students were plotted on the literacy continuum in 2014. Due to staff turnover, further training may be required to maintain and improve this reporting in 2015.

• Information and Communication Technology (ICT) continues to be utilised in English to support teaching and learning. Teachers regularly integrate a range of ICT to enhance learning and engagement of students.

• In 2013, the school’s mathematics scope and sequence was revised from focusing on strand content for short periods at high frequency, to a reduced frequency for extended times. This was in recognition of the fact that students were not consolidating knowledge, skills and understanding in the time provided for study of a key idea. The revised scope and sequence was maintained in 2014.

School priority 3
Engagement and Attainment

Outcomes from 2012–2014
Improvement in student motivation to achieve academic, social and behavioural goals

Evidence of achievement of outcomes in 2014:
• High levels of student motivation and engagement.
• Zero instances of ‘time out’ in 2014.

Strategies to achieve these outcomes in 2014:
• Maintenance of merit system and AAACE behaviour rewards.
• The student parliament formed in 2012 was replaced with less formal student consultation sessions in 2014 following student feedback indicating that students did not feel that the parliament was an effective way to exercise student voice.
• The use of ICT across learning areas continued to positively impact on student learning and engagement.

School priority 4
Rigorous Assessment of School Improvement

Outcomes from 2012–2014
Implementation of the National School Improvement Tool (NSIT) to assess and monitor school improvement

Evidence of achievement of outcomes in 2014:
• Staff evaluation of school against NSIT in 2013, and 2014.
• Student, parent and community evaluation of the school against the domains in 2014.
• Improvement against domains - Staff evaluations have identified significant improvement in school performance against the following domains 2013-2014:
  o An explicit improvement agenda
  o An expert teaching team
  o Effective pedagogical practices
  o School-community partnerships
• Staff, student, parent and community evaluations in 2014 indicate areas for further development include the following:
  o An explicit improvement agenda
  o An expert teaching team
  o Systematic curriculum delivery

Strategies to achieve these outcomes in 2014:
• Facilitating staff familiarisation with NSIT.
• Building NSIT into annual school evaluation process.
Use of NSIT in student, parent and community school evaluations, including explanation of domains as necessary.

School priority 5
Learning Support
Outcomes from 2012–2014
Improved student outcomes in literacy and numeracy through quality support structures and programs
Evidence of achievement of outcomes in 2014:
• Achievement across students in all KLAs at ‘C’ level or above was 82% in 2014.
• Due to the small student cohort participating in the 2014 NAPLAN, data evidencing achievement of targets from this source cannot be published.
Strategies to achieve these outcomes in 2014:
• Additional (above establishment) LaST time each week to support the learning needs of all students.
• Additional (above establishment) second teacher time to allow stage split as K-3 and 4-6 on more days each week.
• Staff professional learning in Reading Recovery strategies, Focus on Reading and Count Me In Too.

School priority 6
Communication and Promotion of School within School Community
Outcomes from 2012–2014
Greater awareness within school community of the work of the school
Evidence of achievement of outcomes in 2014:
• Anecdotal evidence from community consultation and informal interviews suggesting enhanced profile of the school in the community and awareness of the exemplary work of the school and students.
• Community members volunteering to assist in the education of the students and running of school events.
Strategies to achieve these outcomes in 2014:
• Submitting an increased number of positive news stories to the local paper and developing a relationship with staff at the publication.
• Establish a school Twitter account and use it to build a social media profile.
• Maintain high quality communication through the school newsletter and website.
• Reporting on school initiatives, including student work and staff learning and achievements using the above.

School priority 7
Increased partnerships with community organisations for learning, community participation and social inclusion.
Outcomes from 2012–2014
In 2014, the school began to deliver on this priority and establish partnerships that benefit students. These partnerships will continue to strengthen and develop in 2015 and beyond.
Evidence of achievement of outcomes in 2014:
• Enhanced social interaction and cultural opportunities for students via a joint Cultural and Performing Arts dramatic / musical production with The Sir Henry Parkes Memorial PS.
• Enhanced collaborative learning and social education through deepening collaboration with Bonshaw PS, including many joint activities, joint major excursion and planning.
for collaborative teaching and learning in 2015.

- Creating a platform for improved opportunities for students and improvement in teaching and learning across schools through the development of multilateral partnerships via the revitalisation of the Border Country Community of Schools (BCCS) and the establishment of a professional learning community within the BCCS.

- Community engagement and fund raising dividends through combined activities with community organisations.

**Strategies to achieve these outcomes in 2014:**

- Develop relationships with schools and school leaders to benefit students and teacher professional learning.

- Initiate instructional rounds within the BCCS.

- Establish / enhance communication, engagement and relationships within community organisations including Mingoola Progress Association, Mingoola Hall Association, Tenterfield Shire Council, Tenterfield Lions Club and The Motoguzzi Club of Queensland.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school.

The following graph represents the combined responses of students, parents and staff when asked to rate the schools achievement against the domains of the ACER National Schools Improvement Tool. Levels of support in understanding the meaning of the domains were provided as appropriate to the group being surveyed.

Responses indicate that the schools is generally achieving at a high level with relation to;

- An explicit improvement agenda
- An expert teaching team
- Systematic curriculum delivery
  
- Differentiated teaching and learning
- Effective pedagogical practices
  
- A culture that promotes learning
- Targeted use of school resources
- School-community partnerships

Due to the largely internal nature of domain 2 – *analysis and discussion of data*, this was not included in the general survey.

The results of this survey will inform future planning, with the three domains at ‘high’ level to be considered as priorities for the 2015-17 school plan.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website in Term 2, 2015.

Strategic Directions will be identified through community consultation, which was initiated in 2014. School assessments that informed this report will also guide decisions relating to the selection of priorities and targets for the 2015-17 school plan.
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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Email: mingoola-p.school@det.nsw.edu.au
Web: www.mingoola-p.schoo...s.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: