Principal’s message

It has been a great privilege to be Principal of Mingoola Public School for the last three years and I am incredibly proud of the many notable achievements of the students, teachers and the parent community. This report serves to record some of the achievements of the past twelve months.

After battling severe drought conditions for almost a decade and installing two 10,000 litre water tanks during 2010, January school holidays saw the entire community inundated by the worst floods in over 50 years. These floods were truly devastating for over 90% of the families in our school and the wider community. Luckily the school received very little damage other than losing 150 native plants we’d just finished planting between our school and the Mingoola Station Road; however twelve months on, many families are still feeling the negative impact of the flood.

2011 has seen an unusual amount of change to the members of our generally very stable school community. The temporary teaching staff changed as did the ancillary administration staff. During the year we lost three students and gained five new students and four families.

Academically, much of the hard work of our last three years began to really bear fruit. All students have worked hard and achieved excellent academic growth while our year 3 and year 5 students had greatly improved NAPLAN results. Mingoola students also excelled in a number of competitions in the area of Creative and Performing Arts.

One of the highlights of the year for the school was the acquisition of a 22 seat school bus. For many years into the foreseeable future, this will continue to enable Mingoola School to more easily provide academically valuable excursions and opportunities for all students and to moderate the tyranny of distance which so disadvantages our students in remote country schools.

I would also like to acknowledge the hard work and dedication of our P&C who support the school by providing generous amounts of time and resources that support student learning.

It is with much regret that I will be leaving Mingoola Public School at the end of the 2011 academic year. During my three years at the school I have been privileged to work with wonderful students; I have shared the collegiality and friendship of exceptionally dedicated staff and I have valued and enjoyed the support of the parent community. I am very, very proud of the achievements of all members of the school community during my tenure. I thank you all for your support and friendship and wish the school community ongoing success and strength in the future.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Lyn Ashton

P & C message

2011 has been a challenging one but our dedicated, hardworking few members of our association have once again done a marvelous job and I would like to take this opportunity to especially thank the executive committee for their support, dedication and work as a team to provide successful outcomes for our great little rural school and students. This resulted in the Mingoola P & C receiving an award at Education Week. It would not be possible to function without our team work, thanks everyone.

The P & C have continued running the canteen with our Coordinator, Tracey Williams doing a wonderful job again until Term 3 when sadly we accepted her resignation due to her leaving the area. I would like to thank the other members of the P & C who volunteered their time in helping
the canteen run smoothly until we found another coordinator. The children and Mr Gilliespie provide us with nice fresh vegetables from the school garden to use in our lunches which is a credit to them. It provides an educational and healthy experience all round.

The P & C provide milk for the children to have on a Tuesday and Ms Ashton often spoils them with nice, icy cold Milo especially on these hot days or warm Milo on those not so hot days we’ve experienced lately. Fruit icypoles are also available to purchase throughout the hotter weather. Scholastic Book Club still continues to be run by the P & C.

Our fundraising ventures were mainly catering for functions this year. Our main one was catering for over 400 cyclists from Cyclists Queensland, the school disco, the Border Community Combined Small Schools Cross Country Carnival, the by election, providing home baked goodies and produce for our wood raffle and also, our presentation night barbecue. Due to our successful fundraisers the P & C have donated money to assist Mingoola students attend the Brisbane Combined Small Schools Excursion and also towards the maintenance and upkeep of the fantastic Mingoola bus.

The Mingoola students are very privileged to have such dedicated teachers and people working with them, consistently providing them with great learning opportunities and having the school motto, “Always Achieving” continually emphasized. Students are encouraged to attempt new challenges, focus on their achievements and view mistakes as part of the learning process. We would like to thank Mr Pat Gillespie who is our dedicated school bus driver and general assistant who does a wonderful job keeping the school grounds and maintenance up to scratch and also Mr Glen Taylor, our music teacher who continues his dedication in teaching the children marimbas. The students’ musical ability is a credit to Glen and the school. I was very proud to have attended the Sydney School Spectacular again this year and I enjoyed listening to the three students, Heath Saunders, Jayden Swan and Luke Pitkin who were chosen to participate with the other small schools in the Marimba Ensemble Performance.

Our Principal, Lyn Ashton and Teacher, Mr Cam Pryce provide great educational opportunities that compensate for the isolation of attending a small rural school. Thank you very much. To the other teachers Mrs Rebecca Grove, Mrs Tricia Jackson and Mrs Sue Cooper, we thank you for your teaching contribution throughout the school year. To our ladies in the office, Mrs Belinda Hollitt and Mrs Sarah Daniels, thank you for ensuring the administration of the school runs smoothly.

On a sad note, we will farewell our Principal, Ms Lyn Ashton at the end of the year. We feel very fortunate to have had her here at Mingoola for the past three years as she has provided her expertise in providing quality education and inspired us with her positive attitude in believing in our school motto, “Always Achieving”. We wish Lyn all the best for her new position at Avalon Public School. We look forward to working with our Relieving Principal, Mr Pryce, until a new principal is appointed in 2012.

Mrs Tanya Swan

P & C President
Our school at a glance

Students

- 13 students are enrolled at Mingoola Public School.
- There were no Year 6 students until Term 3 when one enrolled.
- There were no Kindergarten enrolments until Term 4 when one student enrolled.

Staff

There is one permanent teaching principal, Ms Ashton, supported by a temporary teacher, Mr Pryce.

Mrs Rebecca Grove, who had worked at Mingoola Public School for the last two years, left at the end of Term 1 to work closer to town and we were delighted to welcome Mr Cam Pryce to our staff.

Teaching staff have been supported by two part-time ancillary staff. Mrs Leanne Grogan who had been our Relieving Senior Administrative Manager (SAM) for the last twelve months took a position in the private sector in Tenterfield and we were very fortunate to have both Mrs Belinda Hollitt and Mrs Sarah Daniels share the SAM and second person on site positions. They worked 5 days each over a fortnightly roster.

Mr Pat Gillespie is the permanent part-time General Assistant who keeps our school grounds, equipment and school bus in good order and looking absolutely wonderful.

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

Significant programs and initiatives

- Public Speaking Program
- Music Program
- Connected learning activities
- Life Experiences Program
- Intensive Swimming and Lifesaving Program
- First Aid Training of 3-6 students
- Transition to High School Program for students in Years 5 and 6

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>
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Student attendance profile

It is very pleasing to see that student attendance rates have continued to improve even further over the last twelve months. Mingoola student attendance is significantly higher than that of both the New England Region and the state.

<table>
<thead>
<tr>
<th>School</th>
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<thead>
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<th>2009</th>
<th>2010</th>
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<tr>
<td>Total</td>
<td></td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
</tr>
</tbody>
</table>

Management of non-attendance

Parents have continued to be diligent in supporting regular student attendance at school and also supplying the school with a written explanation when their child is absent.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

The following table does not accurately reflect the general composition of classes throughout the year.

Although we lost 2 students from Year 3 and one from Year 5 at the end of Term 3, we also gained one in Yr 3 and another in Year 5 at the start of Term 2 and another two in Stage 3 and one in Kindergarten early in Term 4.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 1</td>
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<td>2</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>YEAR 3</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>YEAR 4</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>YEAR 5</td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Structure of classes

Mingoola Public School has committed to maintaining two class flexible class groupings primarily to provide more intensive instruction in the areas of literacy and numeracy.

One group provides for Stage 1 students and those Stage 2 students requiring greater support in either literacy or numeracy, while the other group is for Stage 3 and the more able Stage 2 students. These groups operate principally to provide intensive, individualized programs to both groups of students and they operate for five days a week throughout the year.
Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Support Teacher Learning Assistance (shared)</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
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<tr>
<td>Counsellor</td>
<td>2 days/year</td>
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<tr>
<td>School Administrative Manager</td>
<td>0.496</td>
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<tr>
<td>Two Adults Support PP6</td>
<td>0.504</td>
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<tr>
<td>General Assistant</td>
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</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Mingoola Public School had no indigenous members of staff in 2011.

Staff retention

There was a change of temporary teaching staff at the end of Term 1. The School Administrative Manager and Aide remained on extended leave and the positions were filled by two relieving staff. Both people were new to the administrative position and worked cooperatively, flexibly and with great commitment to learn the skills required.

We are delighted that our General Assistant position continues to be filled by Mr Pat Gillespie who has been on staff for over six years.

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>
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<tr>
<td>Postgraduate</td>
<td>100%</td>
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</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: 30/11/2011</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<td>Total income</td>
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<tr>
<td>Expenditure</td>
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<tr>
<td>Teaching &amp; learning</td>
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<tr>
<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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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<td>Total expenditure</td>
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<tr>
<td>Balance carried forward</td>
<td>71158.48</td>
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</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Achievements

Arts

Mingoola Public School has continued its strong commitment to providing all students with a broad range of experiences and opportunities in creative and performing arts.

Highlights included:

- full school inaugural participation in the annual Tenterfield Oracles of the Bush Competition;
- Heath Saunders being awarded the Oracles Encouragement Prize and Sonny Agett, Luke Pitkin and Jessica Middleton being highly commended and receiving prizes.
- the inaugural entry of all Mingoola students in the Tenterfield Eisteddfod;
- all students K-6 performing together in the 'Presentation Section' and winning the Marcia Rhodes Perpetual Trophy;
- participation by all students in the Tenterfield Show Art Competition. Tia Magner gained 1st place in her age category and Jayden Swan came second in his age group;
- participation of all students in the Border Community of Schools Combined Choir at the Education Week Assembly and marimba performances by both our junior and senior ensembles;
- participation in two performances of the NSW Small Schools Marimba Ensemble at the School Spectacular by Heath Saunders, Jayden Swan and Luke Pitkin;
- attendance at a variety of performances such as the German Big Band Concert in Tenterfield, Queensland Arts Council sponsored Choreofunk at Bonshaw, the Mingoola Jazz Flood Concert and the Bounce Back acrobatic performance;
- attendance at the School of Arts to view films created as part of the Little Big Shots International Film Festival for children;
- a day of Japanese cultural activities organized by our community of schools;
- student marimba ensemble performance and poetry recital at the Salvation Army Community Concert in response to the floods.

Sport

Mingoola Public School provides an environment in which children can learn and develop behaviours and skills conducive to a lifelong healthy lifestyle. All students are offered a range of physical and sporting opportunities that develop fundamental movement skills, foster positive self esteem and sportsmanship and develop teamwork.

Students participated in a variety of activities including:

- a daily fitness program that develops fundamental movement skills;
- an intensive swimming and life saving program conducted over two weeks at the Tenterfield Swimming Pool;
- small Schools Carnivals within our Border Community of Schools, including a Swimming Carnival held at Tenterfield Swimming Pool, an Athletics Carnival at Bonshaw and a Cross Country Carnival organized by Mingoola Public School;
- Mingoola Public School, the smallest in the group, was placed overall winner of both the Combined Swimming Carnival and the Cross Country Carnival.
- representation by Jayden Swan and Sonny Agett at the Zone Swimming Carnival at Glen Innes;
• representation by Jayden Swan, Monique Pitkin, Jessica Middleton and Sonny Agett at the Zone Cross Country Carnival and by Jayden Swan at the Regional Cross Country Carnival at Coolah;

• representation by Jayden Swan, Sonny Agett and John Magner at the Zone Athletics Carnival

• participation in a community of schools games day

Other

• Good For Kids Good for Life
• Premiers Sporting Challenge
• Life Education Program
• Clean Up Australia Day
• RSPCA Cupcake Day
• Healthy Stream lessons
• Outback Scripture

Academic

Literacy and Numeracy – NAPLAN Year 3 and Year 5

Due to privacy legislation ten or more students must complete the NAPLAN testing for the following information to be publically reported: individual school percentages in each band; the three-year school average and average growth information.

At Mingoola Public School three students in Year 3 and two students in Year 5 sat the NAPLAN test in 2011. Therefore our results cannot be advised in this report. All parents have been advised of their child’s achievements. Should parents require any further advice or information regarding their child’s performance, they have been urged to contact the school principal.

Significant programs and initiatives

Aboriginal education

Aboriginal education is taught and incorporated into units of work studied by all students. It is an integral part of the Human Society and Its Environment syllabus and this year particular focus was given to the study of aboriginal culture when students studied Australian culture.

All school assemblies commence with an Acknowledgement of Country.

Multicultural education

Multicultural programs and perspectives are inclusive and embedded in teaching programs. They embrace social justice, civic responsibility, community harmony and cultural diversity.

National partnership programs

Mingoola Public School was not selected to be a recipient of this program.

Other programs

Country Areas Program

Mingoola Public School continues to be assisted by funding from the Country Areas Program (CAP).

Funding is utilised to address issues of geographic isolation and to provide a range of learning opportunities that enhance the learning outcomes of students, staff and the parent community.

• Staff and student are afforded access to quality, regional teaching and learning opportunities that would otherwise be unavailable to them. This year students participated in a full day CAP Art Workshop via video conference, the Thinking Brain
series of workshops and literacy workshops via video conference.

- Staff, student and parent competency using a broad range of current, dynamic interactive technologies has increased. Staff attended Brain Gym, Thinking Brain Workshops and CAP planning days. Parents and staff attended CAP video conferences in Brain Gym training and helping children with numeracy.

- Student confidence has continued to increase as a result of greater social interaction and co-operative learning with a much larger peer group, both virtual and real.

Life Experiences Program

Mingoola School is situated in a rural community in an isolated location, sixty kilometres west of the nearest town of Tenterfield. Excursions and visitors, both real and virtual, are an integral and highly valued component of our students’ learning. The following activities were undertaken in 2011 to broaden the life experiences and support the learning of all students.

- 100% of Mingoola’s students participated in a four day excursion to Brisbane, travelling by the school’s bus and sharing the activities with students from Bonshaw, Jennings and Wytaliba Public Schools.

- All Mingoola students travelled 250 kilometres west to attend the annual Boomi Mini Camp for two days. This camp involved students from eight small schools participating in a range of workshops in technology, cooking, art, dance and sporting activities.

- Three students travelled by plane to Sydney for five days and nights to play with the Small Schools Marimba Ensemble at two performances of the Sydney School Spectacular. They also busked for three hours at Bondi Junction, visited the Australian Museum, the NSW Art Gallery the Powerhouse Museum and Manly Beach. Five parents also travelled down to attend a School Spectacular performance.

- The Life Education Van visited Mingoola Public School. Bonshaw Public School travelled across for the day and all students participated in a variety of activities.

- All students travelled 60 kilometres west to support the Cystic Fibrosis Bush Bash.

**Connected learning**

As an isolated rural school Mingoola regularly uses its connected learning facilities to hold video conferences to enable students, staff and parents to:

- participate in learning activities with specialist tutors such as authors, illustrators and musicians;

- participate in the presentation of student work and performance to an audience, especially to students at larger city schools;

- meet, share and compare schooling experiences with students in city schools;

- participate in group practices of the combined small schools marimba ensemble in readiness for the Sydney School Spectacular;
and learn more about sustainable vegetable gardening.

- All Stage 2 and 3 students completed an intensive first aid and resuscitation course.

## Progress on 2011 targets

During second semester each year we examine school data from many sources and develop improvement targets for the following year. These targets are aligned to the School Plan 2009-2011.

### Target 1

Improved student performance in literacy as measured by 50% of students achieving expected growth in reading and writing from Year 3 to Year 5 in NAPLAN; and to decrease the proportion of lowest performing students not meeting literacy minimum standards in accordance with the State Plan targets.

Our achievements include:

- student progress from Years 3 to 5 was approximately 50% greater than that of both the region and the state all areas of literacy, except reading,
- 50% of students achieved expected growth in reading however reading demonstrated less growth than the region or state
- NAPLAN results in 2011 show all Year 3 students performing above minimum standards in all areas of literacy.
- English programs incorporate teaching of Accelerated Literacy

Literacy NAPLAN results do not indicate average students’ growth in writing in 2011 due to the change in scale from narrative to persuasive texts.

### Target 2

Improved student performance in numeracy as measured by 50% of students achieving growth in all strands from Year 3 to Year 5 in NAPLAN, consistent with or above expected state growth.

Our achievements include:

- NAPLAN results in 2011 show student performance and growth between Year 3 and Year 5 is 50% more than that of our region and the State
- Year 5 NAPLAN results in 2011 show 100% of Year 5 students performing at or above the minimum standards in numeracy.

### Target 3

To improve the computer literacy of students and interactive technology skills of teachers and to further embed and integrate technology into teaching and learning.

Our achievements include:

- interactive whiteboard technology in both classrooms confidently used by teachers and students on a daily basis which has enhanced teaching and learning in all areas;
- the development of an ITC scope & sequence;
explicit ICT outcomes evident in teaching programs;
• a 40% increase in the number of video conferences that students and staff participated in throughout the year;
• greatly increased student willingness, ability and efficiency in using web services.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of School Culture and Reading.

Educational and management practice
School Culture
Background
A positive culture is recognised as an essential requirement of high performing schools. Students and parents and teachers were surveyed in Term 4, 2011 using a School Map Planning survey. The survey utilised best practice statements to gather the school community’s perception of Culture at Mingool Public School. Questionnaires were distributed to all families and were returned by 100% of families.

Findings and conclusions
In the parent survey 100% of families indicated they are always proud of their child’s school; believe it encourages everyone to learn; it continually finds ways to improve what it does; encourages students to achieve their best and when necessary makes important changes to what it does.

80% of parents always or usually believe the school caters for the learning needs of all students and often praises or rewards individuals who are successful.

Future directions
Parents and students are consistently very positive about the school culture at Mingool Public School.

Curriculum
Literacy - Reading
Background
School and standardized assessment results indicated that in all grades there were a number of students who were working below expected age appropriate outcomes in reading. Many of these students were still experiencing difficulty decoding the text in addition to experiencing difficulty with comprehension.

All three teachers working in the school over the last three years trained in Accelerated Literacy and implemented the model across the school. One teacher completed the Reading Recovery program for small schools and over eighteen months the students experiencing the greatest difficulty were withdrawn from class and tutored individually. Teacher’s Aide time was allocated each day to listening to students read. Parent commitment to follow up at home was elicited before students were invited to join the Reading Recovery program. Reading was taught more
systematically and specifically targeted individual learners’ needs.

Findings and conclusions

All students who were involved in the Reading Recovery and Aide tutor group demonstrated a much faster than previous improvement on the Benchmark assessment scale. One 8 year old student progressed from Level 2 to Level 19 in six months.

Overall literacy levels of all students K-6 made the most noticeable improvement after working on the Accelerated Literacy Program. Although oral reading improved with this program, it was in the areas of comprehension, writing and spelling that the greatest improvement and consolidation of skills was apparent.

Future directions

Literacy will remain as an area for ongoing professional development for staff and learning support for students. Due to the change in staff this year and the cohort of students K-6, it will be necessary to take all opportunities to increase teacher knowledge and understanding in the teaching of reading and all areas of literacy K-6.

It is expected that the increase in teacher learning made this year in the area of Accelerated Literacy and Best Start will need to be consolidated and further developed in varying degrees and ways throughout 2012.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Mingoola Public School firmly supports the concept of education as a collaborative process, requiring the joint efforts and cooperation of the school, the home, the student and the community. To support and encourage these educational collaborations parents, as partners in their children’s education, can contact the school at any time if they have concerns or wish to meet with their child’s teacher. Parent involvement in the life of the school is welcomed and encouraged. An active Parents and Citizens’ (P and C) Association meets monthly and organises activities including fundraising and social events for the school. P and C also coordinate the parent run canteen and the clothing pool.

There are high levels of satisfaction experienced by all stakeholders and this is reflected by the high level of parent, staff, student and community member commitment to the school.

All students completed a survey about their attitude towards school. 100% of students said school is a place where they really like to go each
day; where they feel happy; where they feel safe and where they get excited about the work they do each day.

Parents, extended family members and people who visit the school consistently comment on the lovely tone of the school, how good all the students look wearing full school uniform and what wonderful learning opportunities are provided for all students. Parents articulate that their children’s time at Mingoola Public School is a very positive experience.

**Professional learning**

Throughout the year, staff at Mingoola Public School enthusiastically engages in professional learning opportunities that are aligned to the goals of the school’s strategic plan.

In 2011 our key focus areas for a professional learning program included literacy, numeracy and technology.

Both the new temporary teacher and the two relieving School Administrative Managers (SAM’s), completed their first aid training. Both SAM’s required intensive training which was funded by the school and Regional SASS.

As a new teacher joined the school, training in Accelerated Literacy and Best Start continued. Other areas included technology, numeracy, syllabus implementation, Brain Gym, and quality teaching and two teachers completed a light rigid driver training program before obtaining their licence enabling them to drive the 22 seater school bus.

We are fortunate to receive funding from our participation in the Country Area Program (CAP) and this allowed staff and students to receive invaluable professional development that helped reduce the effects of our rural isolation.

The staff at Mingoola Public School is committed to developing their skills in order to achieve best practice, which positively impacts on the quality of our teaching programs and the school community.

**School planning 2012—2014**

Mingoola Public School has developed a three year School Plan (2012-2014) which is designed to bring about positive growth and change. Each year we complete a cycle of self assessment, annual reporting and planning.

Our school’s direction and target areas have been identified by the school as being of central importance to supporting student learning and school development and also reflect the priorities and target areas of the Department of Education and Training’s Office of Schools and New England Region.

**Our directions include:**

- improving literacy and numeracy outcomes for all students.
- providing a wide range of opportunities and learning experiences that enable students to experience, engage with and understand the world outside of their local remote, rural community.
- supporting student learning through integrating a range of technologies into teaching programs.
- increasing student awareness of their responsibilities to nurture, maintain and enhance their man-made and natural environment.
- creating a supportive, engaging, nurturing and happy learning environment.
- maintaining high levels of teacher wellbeing and collegial support and ensuring there are sufficient opportunities for high quality professional learning.
- increasing partnerships and levels of engagement with the parent and wider community to ensure support for student learning and the extracurricular activities.
School priority 1

Literacy

Outcome for 2012–2014

Improvement in students’ literacy skills through explicit, systematic and research based teaching with a focus on reading, spelling and language incorporating differentiating the curriculum, interactive whiteboard technology and individually appropriate strategies to support student learning.

2012 Targets to achieve this outcome include:

Target 1
To improve students’ literacy skills through explicit, systematic and research based teaching with a focus on reading, spelling and language

Target 2
To improve student performance in Year 3 and Year 5 so that 80% of students will achieve stage outcomes in reading, spelling and language and in Year 3 and Year 5 they will match or better the national benchmark standards.

Strategies to achieve these targets include:

- ongoing implementation of Accelerated Literacy K-6.
- teachers undertaking more advanced professional development in Accelerated Literacy.
- teachers undertaking professional development in Smartboard technology to assist teaching and learning in literacy K-6.
- systematic teaching of reading comprehension strategies
- systematic teaching of language skills and implementation of scope and sequence for teaching language skills.
- analysis of data including Years 3 and 5 NAPLAN results, school based and standardized assessments.
- conducting information sessions for parents to develop their understanding of what children need to learn as they become readers and writers and the role they play in their child’s literacy development.
- continue cross-grade grouping K-6 and curriculum differentiation to cater for the varying needs of all students.
- continued daily support for all students by the Teacher’s Aide, with priority given to those with learning difficulties.
- All students using the Spelladrome Program

School priority 2

Numeracy

Outcome for 2012–2014

Improvement in students’ numeracy skills through explicit, systematic and research based teaching with a focus on number and problem solving incorporating differentiating the curriculum, interactive whiteboard technology and individually appropriate strategies to support student learning.

2012 Targets to achieve this outcome include:

Target 1
To improve student understanding and knowledge of mathematical number and measurement concepts.

Target 2
To improve students’ understanding and ability to accurately solve a wide range of numeracy problems.

Target 3
To improve student performance in Year 3 and Year 5 so that 80% of students will achieve stage outcomes in numeracy and in Year 3 and Year 5 they will match or better the national benchmark standards.

Strategies to achieve these targets include:

- daily practice of number and measurement 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 to include how Smartboard technology can be used to enhance teaching and learning K-6.
- analysis of data including Years 3 and 5 NAPLAN results, school based and standardized assessments.
- continuing daily support for all students by the Teacher’s Aide, with priority given to those with learning difficulties.
- continued regular use of the web based Mathletics Program at school by all students.

School priority 3

Student and staff welfare

Outcome for 2012–2014

Improvement in student (self) motivation to achieve academic, social and behavioral goals and a reduction in the need to apply consequences for inappropriate behaviours.

2012 Targets to achieve this outcome include:

Target 1

Students take greater responsibility for their academic outcomes.

Target 2

To improve student motivation to engage in more positive academic and social behaviours.

Strategies to achieve these targets include:

- introducing a merit system K-6 that celebrates achievement, effort and success and rewards positive behaviours.
- research into best practice and successful models in other schools.
- consultation with our student body, staff and parents.

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.

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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: