MUMBIL PUBLIC SCHOOL

Annual School Report
Our school at a glance

Students
Students attending Mumbil Public School are enthusiastic, friendly and keen to learn. There are 14 girls and 14 boys in the current cohort. Students access excellent programs catering for individual difference and enjoy a wide range of extra-curricular activities. Extension is provided for gifted and talented students and specialised speech, language and reading programs are provided for students with identified needs.

Staff
Mumbil Public School is staffed by a mix of experienced and early career teachers, bringing a wonderful balance of deep knowledge, based on extensive experience, youthful energy and a shared interest in current pedagogies. School staff members are highly motivated and show a strong commitment to ongoing professional learning. All staff members continually demonstrate their commitment to the school and community by volunteering to be involved in community events and working long hours to provide quality learning experiences for students. The staff consists of:

- Dianne Farley- Teaching Principal
- Chelsea Ostini- Teacher
- Alyce Baker- Teacher
- Shannan Clark- School Learning Support Officer and School Administration Manager.
- Anya Errey- Student Learning Support Officer
- Barbara Eade- School Administration Manager
- Bob Boland- General Assistant

Significant programs and initiatives
Mumbil Public School has been fortunate to be involved in The National Partnership and Priority Schools Program. These programs have provided funding that enabled flexible staffing, innovative programs and initiatives including:

- ‘Multilit’ for Individual students
- Transition program for preschool students
- Best Start and NAPLAN data used to inform planning of specialised small student groupings for aspects of literacy and numeracy
- Technology use in classrooms

Other significant programs include:

- Connected classroom lessons
- ‘Maths Matters’ and ‘Targeting Early Numeracy’
- ‘L3 modified’ (language, learning and literacy)
- ‘Reading to Learn.’

Student achievement in 2012
Students continued to make progress in all aspects of learning. Mumbil students were recognised for their outstanding attitude and achievement by the local community, the wider western area, local politicians and in national testing. Students of Mumbil Public School were represented in the top two bands of NAPLAN tests. These achievements confirm that in small schools students have the opportunities to achieve big things!
Messages

Principal’s message
It is with pleasure I present this report to the Mumbil Public School community.

Mumbil Public School students and community have experienced another exceptional year. Students have thrived in the caring environment of the school. Individual talents have been nurtured and learning needs met by innovative programs, highly skilled teaching and support staff and a committed group of community volunteers.

Students have made great progress in their learning in all key learning areas.

Grouping of students and an enviable teacher student ratio have provided many opportunities for students to be individually supported and extended in their learning. Assessment results have shown that many students are making gains in their learning beyond what is expected in a year!

Mumbil students proudly represented their school in community events such as ANZAC Day, CWA country of the year, The Mumbil Christmas pageant, The Wellington Show and Clean Up Australia Day. Students also contributed in community volunteer activities including planting trees at the Arboretum on Arbor Day, painting artworks on posts at Burrendong Dam and visiting elderly residents in Bellhaven Home in Wellington. Students are aware of their social and environmental responsibilities and are developing the skills and attitudes to become great citizens.

The parent and wider school community have continued to provide valuable support throughout the year. School community members play an active role in fundraising and volunteering to support students and provide other services including direct classroom support and driving students on excursions designed to enhance learning. The parents were active in successfully lobbying to get flashing lights outside the school. This commitment to the safety of all students is to be commended. I thank all the school community for their wonderful support.

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.

Dianne Farley

P & C message
Firstly, I would like take this opportunity to thank everyone for the wonderful support given, not only to the P&C and to the School, but mostly to the children. We should be justifiably proud of the physical and financial support that we provide for students. I know that I am humbled by what has been achieved.

During 2012 the P&C continued to raise funds with raffles (Easter, Wood, Father’s Day and Christmas), catering for Guigong harness club, BBQs and can collection. Funds raised gave us an approximate Bank Balance of $5500. This money has given us the opportunity to continue to support the “Books in Homes” program. What a wonderful sight it is to see the enjoyment of students when receiving their books at assembly.

The P&C also donated $500 towards the excursions to Jenolan and Wellington Caves and purchased three ipads for student use at school. The purchase of ipads will help students keep abreast of changing technology. Some new sports equipment, along with a ping pong table, was also purchased and this has been utilised by the students, helping to encourage a healthy and active playground.

This would not have happened without generous support, thank you everyone. The hard work and dedication of our members shows in the support that we have been able to give the students.
We have been blessed in our school, and we would be envied by most P&C’s and schools, as we had 100% participation from parents, carers and grandparents. This only proves that we all share the same goal, to help and support our children wherever we can.

Thank you to all volunteers, family members and friends; also to the staff for the extra little things (helping at the BBQ) this help is vital to the survival of our P&C.

With help and support of parents, grandparents and the wider community I look forward to 2013. Yours Sincerely,

Karon Wotton
P&C President 2012

Student representatives’ message

The student leaders were very busy in 2012. As Michael was the only Year 6 student, the Year 5 students joined him, to form a student leadership team. We led the weekly school assembly and all formal assemblies. We talked with teachers and made some suggestions for special fun days to entertain the rest of the students. We played music at lunch time and organised games and equipment. We used video conferences with Stuart Town to organise joint activities such as a disco and sports events. These were really great fun.

One of the main things we did throughout the year was raise money for our excursion to the Blue Mountains and the Jenolan Caves. We organised ‘Icy Pole Day,’ ‘Cup Cake Day,’ ‘Crazy Hair Day’ and many other events. We raised over four hundred dollars. Our teachers and parents organised lots of really good things like ‘The Melbourne Cup Day,’ ‘Book Week Parade,’ excursions and a Christmas Party where Santa came. The students won many things at the Wellington Eisteddfod. We really enjoyed doing the plays.

Michael Gallop, Christian Cole, Jasmine Cain and Brianna Pulbrook
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

During 2012 student enrolments continued to increase from 25 at the beginning of the year to an expected enrolment of 30 for the start of 2013.

Student attendance profile

The overall attendance saw us achieve our regional and school targets. The targets were met despite the impact of unavoidable absences caused by chronic illness. Attendance levels reflect the high value placed on education by students and parents.

Management of non-attendance

The school follows DEC guidelines and requires a written explanation for nonattendance.

Student attendance at school is celebrated daily during our morning assembly. Parents and carers are provided with information at meetings and via the newsletter emphasising the importance of regular attendance and advising them of the need for written or verbal notification when students are absent. If students are away without notification a phone call is made requesting an explanation. Parents and carers are supported to ensure students attend regularly.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td></td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Mumbil Public School is fortunate to have one local Wiradjuri indigenous staff member.
Staff retention

Continuity of staff has been a priority in 2012. The teaching principal and SAM were both successful in gaining permanent appointments following merit selection, ensuring the stability of programs and continuation of positive community relationships. All SASS staff members have had many years’ experience in the school.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>33%</td>
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Financial summary

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

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<tr>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<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>
<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
<td>2815.45</td>
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<tr>
<td>Trust receipts</td>
<td>1825.40</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>169888.79</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Achievements

It has been another very rewarding and successful year at Mumbil Public School.

Arts

Specialist teachers were employed to develop student skills in the performing arts. The K-2 students were taught percussion and the 3-6 students participated in drama workshops. Both groups were successful in the Wellington Eisteddfod gaining first and second places. One of the drama performance ‘The Shipwreck,’ written and performed by students, was included by invitation in the elite grand concert and was considered for nomination in the state drama festival. Students also attended ‘Musica Viva’ performances and professional stage shows.

Sport

Students were successful in several sporting areas. They participated in combined weekly sport with Stuart Town and performed competitively in the ‘Dubbo Small Schools’ swimming, cross country and athletics carnivals.

Five students were selected for the district athletics team.

The school continued to encourage student participation in the “Crunch & Sip” program introduced in 2009.

A Learn-to-Swim program again ran successfully, encouraging students to become water competent and aware of the need for safety around water.

Technology

Mumbil students were engaged in several innovative programs utilising technology. They became competent in the use of video conferencing and linked with Stuart Town to conduct scientific experiments with some interesting outcomes. Students also linked with Stuart Town using video conferencing to have student leadership meetings. This resulted in meaningful learning and successful joint projects, including a combined disco attended by over 80 people. Following the purchase of new computers all students have access to a computer and therefore relevant, interactive and engaging learning is integrated into all learning activities.
Student Achievement 2012

Academic

Student academic results have demonstrated growth in all areas. With some students gaining impressive results in the top performance bands based on NAPLAN results.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

Reading – NAPLAN Year 3

Please refer to My School website for details

Numeracy – NAPLAN Year 3

Please refer to My School website for details

Reading – NAPLAN Year 5

In 2012 three students in Year 5 sat for the National Assessment program in Literacy. NSW Department of Education and Training protocols do not allow us to comment in this area for privacy reasons.

Numeracy – NAPLAN Year 5

In 2012 three students in Year 5 sat for the National Assessment program in Literacy. NSW Department of Education and Training protocols do not allow us to comment in this area for privacy reasons.

Significant programs and initiatives

A diverse range of programs are offered to students catering for individual needs.

Aboriginal education

Teaching staff were trained in the ‘8 Ways’ Aboriginal Pedagogy. As a result of this training successful indigenous learning techniques are being used in planning and teaching.

An indigenous student from Wellington High School planned and led a cultural awareness day as part of her Year 12 studies. An indigenous parent joined the day and helped lead art, sport, storytelling, cooking and cultural awareness activities.

NAIDOC week was celebrated with a wonderful day of activities at Wellington Public School.

Multicultural education

Each year the school enters the CWA Country of the Year Competition. This involves extensive study of another country and its culture. During 2012 the students studied ‘Timor-Leste’ and this encompassed studying traditions such as dance, music, art, food and dress.

A multicultural focus is also presented to the students through a wide range of literacy and connected learning activities.
Gifted and Talent
Students are given opportunities to participate in a range of extension activities within the classroom, including connected classroom technology and interactive research challenges. Mumbil Public School will continue to look for further opportunities and programs for our Gifted and Talented students in 2013 and beyond.

Student Welfare
Student welfare encompasses everything the school community does to meet the personal, social and learning needs of students. The school implements programs that address academic and personal development needs and which promote safety e.g Child Protection and Anti Bullying. School staff members provide a safe, positive and supportive learning environment. In consultation with teachers, parents, community services, school counsellors and students, strategies and programs are implemented for the early identification and support of students at risk.

Students who demonstrate agreed standards of behaviour are regularly acknowledged through the school’s award system including: certificates of merit, student of the week, student initiated rewards and ‘VIP cards’-Very Impressive Performers. Behaviour which is outside the school’s rules and expectations is dealt with fairly and within DEC policy guidelines. A social skills program operates weekly to support the development of acceptable behavior in all social situations.

National partnership programs
During 2012 the school received National Partnerships Funding. This provided significant funds to support literacy and numeracy programs. The funding enabled the school to develop individual learning plans for targeted students and to employ a School Learning Support Officer to facilitate the delivery of these programs. It also provided funds for a Connected Learning Coach and Partnership Mentor whose combined expertise has led professional learning for teaching staff.

Priority Schools Program
During 2012 Mumbil Public School received support from the Priority Schools Program. The school budgeted for additional staffing time through this initiative, which, in combination with DEC staffing, enabled a School Learning Support Officer to implement a ‘Jolly Phonics’ program for Kindergarten students and ‘Multilit’ for targeted students.

Connected Classrooms
In 2012 we used partnerships with other schools to enhance student learning. Mumbil PS used Video Conferencing (VC) to link with Stuart Town PS to implement a Science and Technology unit between the two sites. Students were highly engaged and became confident with the use of the VC. Student learning has been enhanced by comparing results, sharing hypothesis, modeling and discussing ideas.

A very successful student leadership project was also implemented using VC.

Progress on 2012 targets
All students at Mumbil Public School have made significant progress towards reaching the targets with 40% of students exceeding the targets in literacy.

Target 1
Raise the Literacy standards of all students
Our achievements include:

- 41% of students tested above their expected reading age and a further 11% tested ‘average’ using the ‘Waddington Reading Test.’
- Regional benchmarks were exceeded by 100% of students in Year 2.

Target 2
Raise the Numeracy standards of all students
Our achievements include:

- 95% of students have moved at least one level based on TEN assessments. A comment from the assessor included “huge improvement over the six months. Many more strategies are being used and responses are much quicker.”
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of literacy, numeracy and engagement. A detailed evaluation of programs was undertaken.

Curriculum-Literacy

Background

Literacy continues to be a regional and school focus. Although we are proud to report student success in reaching the top bands in NAPLAN and substantial growth evidenced in reading assessments, some students are still below regional benchmarks and performing in the lower bands in NAPLAN. Our challenge was to evaluate current programs, utilise data and implement innovative practice to improve ALL student outcomes.

Data was collected and analysed from various sources including NAPLAN, standardised reading tests, ‘Best Start,’ classroom observations, analysis of class structures (staff roles, budgets and school climate) and student work samples. Interviews and surveys were conducted with members of the school community.

Findings and conclusions

1. Improved student learning outcomes resulted from targeted interventions, class structures and teacher professional learning.

2. K-6 Student outcomes in literacy have increased as evidenced through data collection and analysis.

3. Five students have enjoyed great success in reading following individual intervention, evidenced in confidence to engage in activities, student and parent feedback, reading assessments and ability to complete stage appropriate tasks. Three students progressed through twelve ‘PM’ reading levels and can now access stage appropriate reading activities.

4. Professional learning in ‘Best Start’ and ‘L3’ has increased staff confidence in the use of student data to inform planning. SMART, ‘Best Start’ data and the literacy continuum is now used each semester to track student progress. Student needs are more quickly identified and addressed.

5. Provision of a Connected Learning Coach to mentor, inspire and lead professional learning in the integration of technology into all KLAS has resulted in all teachers utilising the ‘Interactive White Board’ daily, students using interactive programs which have increased engagement in learning (Mathletics, Blogging) and staff being more confident to use technology.

Future directions

Literacy will continue to be a school focus. Following a professional learning study tour to Canberra a new innovative teaching structure will be trialed in the 3-6 classroom. Students will be given specific instruction to develop individual working habits conducive to improvement. Learning intentions will be made clear and writing will be a focus for all students.

Leadership

2. Educational and management practice

Leadership

Background

A new teaching principal was appointed to the school during 2012. The school was fortunate to access the expertise of a ‘Partnership Mentor’ (PM), through National partnership funding, to assist the new principal in the leadership role.

Findings and conclusions

1. Principal was mentored by experienced PM resulting in a greater understanding of the leadership roles and responsibilities.

2. Leadership role was enhanced by professional learning activities organised by the PM which led to changes in school focus, the use of ‘Feedback’ to inform teaching, data analysis and school improvement processes. This has significantly contributed towards improved leadership capacity in the school.

3. Timely and intelligent support was given when needed, leading to clear guidelines being set and efficient completion of required documentation.

4. Principal conferences were attended where quality professional learning was provided and current worldwide research was discussed. The principal has taken this information back to the
school to lead staff in changes to current practice to improve student outcomes.

**Future directions**

The principal will continue to work closely with the Partnership Mentor and Senior Educational Director to develop leadership capacity.

The ‘Australian Professional Standard for Principals framework’ will be fully explored and utilised.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school in the areas of school culture and learning. Responses indicate a high level of satisfaction in both areas by all stakeholders.

Their responses are presented below.

**School culture**

12 of the 15 families responded to the survey. Parents indicated ‘almost always’ and ‘usually’ to all areas of school culture: including the school’s knowledge of families, focus on students, school improvement and pride in school. One parent felt improvement could be made to make new parents feel more welcome by including new parents in school activities with direct personal invitations. This finding was discussed at staff and P&C meetings. A commitment was made to make regular contact with new parents and communicate about upcoming events with specific verbal invitations.

Students and teaching staff also responded positively in the area of school culture. Responses were again generally in the ‘almost always’ and ‘usually.’ A small number of students (3) felt they were ‘only sometimes’ proud of their school and students ‘only sometimes’ support what is happening in the school. These responses have been discussed with student leaders and plans are being made to continue to highlight the school’s success, enter school teams in PSSA competitions, care for the school environment and maintain high standards in uniform to increase pride in the school and involve all students.

**Learning**

Parents surveyed believed that classrooms at Mumbil Public School were interesting places to learn, well equipped, challenging and teachers have high expectations of students ‘almost always’ and ‘usually.’ This was consistent with the students and teaching staff.

The only area for review based on five respondents marking ‘sometimes’ was ‘the child looks at work samples over time to monitor improvement.’ Teaching staff have discussed this and plan to collect student work samples at the beginning of topics or term and compare these samples with later work in conferences with students.

**Professional learning**

All teaching and support staff have been involved in systematic professional learning aligned with the regional targets and school plan. The principal was involved in leadership development, ‘Maths Matters’ and a writing project with principals from Dubbo and Canberra.

Classroom teachers were involved in training for literacy, language and learning (L3), Best Start and Targeting Early Numeracy (TEN.) All staff benefitted from technology support utilising the Connected Learning Coach and online courses such as behaviour management and ‘Mathletics.’

Support Staff attended training in OASIS and Multilit. All compulsory professional learning was completed by all staff.
School planning 2012—2014

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

School priority 1

Outcome for 2012–2014

Literacy - Raise literacy standards of all students, with a particular focus on reading and comprehension.

2013 Targets to achieve this outcome include:

- Raise growth in Year 5 students to equal or better average student growth in NAPLAN reading and writing in 2013.
- Increase proportion of students reaching regional reading benchmarks in Kindergarten, Year 1 and Year 2 from 50% in 2011 to 90% in 2013.

Strategies to achieve these targets include:

- Utilise Student Learning Support Officer 5 days a fortnight to implement individual ‘Multilit’ programs and ‘Jolly Phonics.’
- Flexible groupings across school to target specific student needs.
- Implement ‘Reading to Learn’ Years 2-6
- Include explicit teaching of intensive strategies related to spelling, grammar, writing and comprehension in all Key Learning Areas.
- Introduce an incentive program to encourage Home Reading for older students.
- Continue community volunteer reading program and support volunteer tutors with training.
- Utilise the school library and interactive programs more comprehensively.
- Utilise Best Start data to plan individual programs for K-2 students. Analyse and interpret SMART data and school based data to produce dynamic programs catering for students’ individual needs in all aspects of literacy.

Ongoing L3 professional learning for K-2 staff. Implement L3 strategies in the classroom, evidenced in the teaching program.

SLSO employed to assist with orientation programs.

Expand Kindergarten orientation to include ‘parent as teacher’ information for early literacy development in children. Employ early childhood specialist for this task.

School priority 2

Outcome for 2012–2014

Numeracy – Student achievement of Stage outcomes in Numeracy are improved.

2013 Targets to achieve this outcome include:

- Raise growth in Year 5 students to equal or better average state growth in NAPLAN Numeracy in 2013.
- Increase individual student attainment in NAPLAN Numeracy from Year 3 to Year 5.
- Meet the Stage appropriate levels for K-2 students based on the Numeracy continuum and Targeting Early Numeracy assessments.
- Embed ‘Maths Matters’ and ‘Targeting Early Numeracy’ strategies into classroom teaching of Mathematics.

Strategies to achieve these targets include:

- Teaching staff trained in unpacking SMART and BEST START data. Partnership Mentor will assist principal in analysis of data.
- Teachers will utilise the Best Start data, SMART Data and Numeracy Continuum to
track student progress and design IEPs for students K-2.

- Identification of students requiring individualised numeracy support.
- Implement a daily focus on basic number facts and mental strategies.
- Program ‘Maths Matters’ strategies into number lessons.
- ‘Mathletics’ interactive computer program will be continued in the 2-6 classroom.
- SLSO and community helpers will be trained in TEN strategies to work individually with students to assist them to reach target.

School priority 3
Outcome for 2012–2014
Engagement- Increase student engagement by further utilisation of technology within the classroom and by strengthening links with parents and carers.

2013 Targets to achieve this outcome include:
- Improve student participation and achievement in all Key Learning Areas by the end of 2013.
- Increase parent and carer participation in student learning at school.

Strategies to achieve these targets include:
- Connect with other schools via Video Conferencing.
- Embed technology in all teaching programs and classroom practice.
- Join with other schools to create a Connected Learning position at AP/HT level to facilitate professional learning focused on the effective integration of interactive technology into classroom practice.
- Join with other schools to employ a Partnership Mentor. Maximise opportunities to attend PL provided by the Mentor, and to work independently with mentor, to increase leadership capacity.

- Implement a series of learning activities to support parents and carers to assist their children in learning. Introduce parent/carer workshops in Literacy and Numeracy.

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.

Committee members
Dianne Farley- Principal
Chelsea Ostini- Teacher
Shannan Clark- SAM
Anya Errey- SLSO

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School Code: 2669

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: