Mulgoa Public School

Mulgoa Public School is a small, semi-rural school, located 15 minutes from the centre of Penrith.

The school was established in 1883 and the heritage-listed buildings are a picturesque link to our colonial past. Mulgoa Public School offers quality education in multi-stage classes within its friendly, family-oriented school community.

The school has a strong focus on literacy and numeracy incorporating Count Me In Too and Literacy on Track. The use of technology across all Key Learning Areas is a school priority, with interactive whiteboards and computer workstations an integral part of every classroom.

Our school participates in choir and dance festivals, academic competitions, public speaking, debating and regional sport activities. The school maintains a close link with the local community, through its jointly managed sustainable garden project.

Mulgoa Public School is an active participant in the Penrith Valley Small School’s Network, and the Glenmore Park & Mulgoa Valley Learning Community, giving access to professional learning and shared activities for staff and students. This enables our school to benefit from the intimacy of a small school within a wider school community.

Principal's message

What an exciting year this has been for Mulgoa Public School staff, students and parents! There have been many fine traditions upheld, such as the K-6 cross-country, the Senior Citizen’s concert, transition to Kindergarten and transition to high-school activities, choir and the school swimming scheme. There have also been many new exciting activities as a result of our closer links with our local small schools. These activities included the Writer’s evening at Glenmore Park High School, combined camps to Blue Gum Lodge and Canberra, the combined schools disco, and the combined schools gala day and athletics carnival. At a school level, we participated for the first time in the multi-cultural public speaking competition and had our very first talent quest. Our school website was created, providing information to both our parent community and the general public. On an educational level, the teachers and students have benefitted from our participation in the Literacy on Track program and from the Literacy and Numeracy Leaders program, with improved outcomes in student learning evident.

2010 will see these exciting programs, activities and linkages continue, with increased opportunities for further combined activities.

Many of these activities will be reported upon in greater detail later in this report, along with information regarding student achievement data and progress on our school targets.

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.

Ms Jennifer Thompson
Principal

P&C message

Mulgoa Public School P&C has had another successful year in supporting our school and our children. During 2009, the P&C focussed their fundraising on funds to support the purchase of home readers to support literacy learning of all students in the school. Over $4000 was donated for the purchase of these books. Many parents also spent much time assisting in the covering of these books as well.

As always, the canteen volunteers kept the canteen open twice a week for recess and lunch orders and on Wednesday lunch as well for snacks and ice-blocks. Thank you for your support of the canteen in 2009. The P&C always welcomes new ideas and members, so come along to any of our meetings. We look forward to a successful 2010 and again being able to support our school and our children.

The P&C ran Mother’s and Father’s Day stalls, morning teas and lunches. A successful small school’s lunch was also run by the P&C at the small school’s athletics carnival.

Rebecca Marshall
P&C President
Student representative’s message
As the 2009 School Captains we assisted with many activities and fundraising events throughout the year. Many of our fundraisers were for our Year 6 Farewell and these included mufti days, snack days and selling iceblocks at lunch.

Throughout 2009 we assisted in the running of school assemblies, ANZAC ceremonies, Presentation Assemblies and even a Talent Quest.

2009 saw the Bicentenary of Mulgoa and the students and staff at Mulgoa Public School were involved in holding stalls, art displays and performances. The celebrations of our town included our school as it has buildings of historical significance.

The students had a busy and fun 2009 and we feel thankful that we were able to represent such a wonderful Public School.

Annabelle Brown and Brandon Austin
Year 6 captains 2009

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
The school enrolment of 62 students was comprised of 29 male and 33 female students. Of these students, 2 were Aboriginal and 4 were from a language background other than English (LBOTE). Enrolments have started to stabilise, although there are fluctuations due to the small school community.

![Enrolments](chart.png)

Student attendance profile
School attendance rates have been fairly stable over the last 5 years and are slightly above state and regional averages.

![Student attendance rates](chart2.png)
Management of non-attendance

Class roles are updated daily and all unexplained absences are followed up by a letter home to parents or caregivers requesting a reason for the absence. Extended absences or frequent absences are followed up with an interview with the parents or caregivers.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<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>2/3/4J</td>
<td>2</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>2/3/4J</td>
<td>3</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>2/3/4J</td>
<td>4</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>4/5/6C</td>
<td>4</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>4/5/6C</td>
<td>5</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>4/5/6C</td>
<td>6</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>K/1T</td>
<td>1</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>K/1T</td>
<td>K</td>
<td>7</td>
<td>18</td>
</tr>
</tbody>
</table>

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

There were 2 fulltime classroom teachers, one part-time classroom teacher and one teaching principal. Our school counsellor allocation was one half day per fortnight, and our support teacher learning assistance allocation was three hours per week.

School administrative staff included one full-time School Administrative Manager, one part-time School Administrative Officer for one day per week, and a General School Assistant for one day per week. Two Learning Support Officers were employed on a temporary part-time basis for integration and classroom support.

There was a high level of staff mobility in the first half of 2009, with two classroom teachers accepting promotion positions within our region. This was a huge compliment to the quality of the teaching staff at Mulgoa Public School. Two new teachers were employed during 2009 to take these vacancies.

Mulgoa Public School Staff 2009

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
</tr>
</tbody>
</table>

There were no indigenous staff members employed at Mulgoa Public School in 2009.

Teacher qualifications

All teaching staff members 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>25</td>
</tr>
</tbody>
</table>

Financial summary

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

Date of financial summary: 30/11/2009

Income $  
Balance brought forward  80 641.74
Global funds  63 767.59
Tied funds  24 927.94
School & community sources  15 615.45
Interest  2 943.30
Trust receipts  3 990.75
Canteen  0.00
Total income  197 886.77

Expenditure

Teaching & learning
- Key learning areas  17 597.12
- Excursions  6 844.59
- Extracurricular dissections  5 829.59
Library  583.52
Training & development  594.94
Tied funds  32 315.10
Casual relief teachers  7 544.79
Administration & office  16 138.10
School-operated canteen  0.00
Utilities  11 833.61
Maintenance  5 416.38
Trust accounts  4 136.43
Capital programs  0.00
Total expenditure  108 834.17
Balance carried forward  89 052.60
A portion of our funds carried forward will be spent to undertake classroom refurbishments, including new furniture and storage. A portion of these funds are also held in the school account for essential long-term maintenance and replacement of capital equipment.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

**School performance 2009**

Our school provides a balanced curriculum with opportunities for participation in all areas.

**Achievements**

**Arts**

Bianca Smith and Jamie-Lee Partridge were selected to participate in the Lewers Gallery art workshop. Jenna Carney had her artwork selected in the Mulgoa Christmas Card competition. Taleah Bell and Christopher Wright were the winners of the Wallacia Hotel Fathers’ Day colouring competition. The choir performed in the Penrith Valley Performing Arts Festival held at the Joan Sutherland Performing Arts Centre.

**Sport**

In 2009, Annabelle Brown represented Mulgoa Public School as a member of the Regional Girls Hockey Team. Jamie-Lee Partridge represented our school at the district cross country and came third place. She also represented the school at the regional cross-country, coming 1st place for Penrith region and 17th place for the Sydney West region. In the district athletics carnival, Daniel Heath-Ogden and Brittany Cairns made it into the semi-finals for the 100m and 200m events. Jamie-Lee Partridge came 6th in the 800m final for senior girls.

**Premier's Reading Competition**

Thirty-three children completed the Premier's Reading Challenge in 2009, an increase from the 2008 participation. The children read a prescribed number of books at home or in class from the published challenge list. At the conclusion of the challenge, these students received a certificate signed by the Premier of NSW. Students who complete the challenge for 4 consecutive years receive a gold award from the Premier. We hope to see some students receive gold awards in 2010.

**University Competitions**

The University of NSW competitions again proved popular with our students in Years 3 to 6. Ten students completed the mathematics competition, eight students completed the English competition, nine students completed the spelling competition, six students completed the science competition, eight students completed the writing competition and four students completed the computer competition.

**Premier's Spelling Bee**

Students in Years 3 to 6 participated in the Premier’s Spelling Bee. Tamara Riley, Ryan Di Iorio, Sharlette Bruce and Annabelle Brown were the finalists from our school.

**Writers’ Festival**

Our Glenmore Park and Mulgoa Valley schools learning community hosted a writers’ festival at Glenmore Park High School. Five talented writers from our school, Brittany Cairns, Sharlette Bruce, Jenna Carney, Caitlin Dennis and Annabelle Brown, had their writing selected for publication in the combined school’s narrative book and were invited along to the awards ceremony. The ceremony included a presentation from the acclaimed children’s author, John Larkin.

**District Competitions**

Sharlette Bruce, Tamara Riley and Ryan Di Iorio represented our school at the district Spelling Bee. Emily Harrison, Clayton Johns, Sharlette Bruce, Jenna Carney, Caitlin Dennis and Annabelle Brown, had their writing selected for publication in the combined school’s narrative book and were invited along to the awards ceremony, with Emily and Clayton making it to the finals.

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5).

NAPLAN results should not be reported in a manner which enables the results of individual students to be identified. In 2008, seven student in Year 3 and nine students in Year 5 sat for the NAPLAN tests. Accordingly, the percentage of students in each band, relative performance of the
school over time and student growth information will not be reported as the results are available for less than 10 students.

**Literacy – NAPLAN Year 3**

Seven students sat the NAPLAN literacy tests in Year 3 in 2009, with one student unable to complete many of the assessments due to an injury. Student performance reflects the small cohort of students, however, some generalisations can be made. Student performance was better in reading, grammar and punctuation than writing and spelling. Growth data for matched students reflected poor overall growth in literacy, particularly writing.

**Numeracy – NAPLAN Year 3**

Seven students sat the NAPLAN numeracy tests in Year 3 in 2009. Student performance reflects the small cohort of students, however, some generalisations can be made. Student performance was better in number, patterns and algebra than measurement, space and data.

**Literacy – NAPLAN Year 5**

Nine students sat the NAPLAN literacy tests in Year 5 in 2009. Student performance reflects the small cohort of students, however, some generalisations can be made. Student performance was better in reading, grammar and punctuation than writing and spelling. Growth data for matched students reflected poor overall growth in literacy, particularly writing.

**Numeracy – NAPLAN Year 5**

Nine students sat the NAPLAN numeracy tests in Year 5 in 2009. Student performance reflects the small cohort of students, however, some generalisations can be made. Student performance was better in number, patterns and algebra than measurement, space and data. Growth data for matched students reflected poor overall growth in numeracy.

**Strategies to improve performance and growth**

To improve performance and growth, the school has participated in several initiatives and has applied many strategies in 2009. Whole school participation in the Literacy on Track program has seen targeted interventions in comprehension strategies. Participation in the Literacy and Numeracy leaders program has focussed on whole school improvements in writing. The explicit teaching of literacy and numeracy via ability based groups has enabled student learning to be maximised.

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students in our school achieving at and above minimum standard in 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students in our school achieving at and above minimum standard in 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

Mulgoa Public School students celebrated NAIDOC (National Aboriginal and Islander Day of Celebration) Week with a writing competition for the primary and a colouring competition for the infants. We also purchased “Respect” wristbands for our students with the proceeds going to the “Koori Kids” organisation to assist Aboriginal children in our communities.

The school implements personalised learning plans to support the needs of Aboriginal students. The achievement of Aboriginal students in our school matches or exceeds the school average, based on school and national assessment data.

**Multicultural education**

All students in Years 3 to 6 participated in the Penrith Valley Multi-cultural Perspectives Public Speaking Competition, with four of our students selected to represent our school at the district finals. Twenty students from our school travelled into Sydney to watch the state finals.
Respect and responsibility
Our school supported others through a variety of charities including, the Anglicare Toys’n’Tucker Annual Christmas Collection, the Stewart House clothing appeal and Dolphin Day, and also supported the Victorian Bushfire relief fund, raising over $745 to help the victims.

The students from our school hosted a performance for the local senior citizens group and our senior students attended the Penrith combined school's Anzac Service.

As public education ambassadors, Ethan Hoegel and his parents represented Mulgoa Public School at the Penrith Football Stadium. They carried our school banner in the regional school's flag parade celebrating Education Week.

Student Welfare
Students at our school participated in the Bravehearts “Ditto's Keep Safe Adventure”, an acclaimed child protection program. They also participated in the “Keeping Me Safe” Program, which examined areas specific to child safety including road safety, bullying and harassment, internet and chat room safety and the identification of safe adults and safe places in the community. We participated in Walk Safely to School Day and visited the Life Education Centre at Colyton to participate in lessons about drug education and healthy lifestyles. Students in Years 5 and 6 participated in a resilience and social skills program, “Rubber Souls”.

Small Schools Network
Staff, students and parents were active participants in the Penrith Valley small schools network. Combined activities included the 3-6 athletics carnival, the K-2 gala day, the 3-4 camp to Blue Gum Lodge, the 5-6 excursion to Canberra, the writers evening, a disco and the cross-country carnival, as well as professional development meetings between staff. Parents at each school had the opportunity to form social networks as well as raise funds for their school.
**Mulgoa Bicentenary**

Our school forged strong community links through our active participation in the bicentenary celebrations for the settlement of Mulgoa. As part of the formal proceedings, our students sang the National Anthem and presented a gift to the Governor of NSW, Her Excellency, Professor Marie Bashir. We also hosted historical displays and displayed student work, as well as presented a K-6 dance item.

**Progress on 2009 targets**

**Target 1**

**Writing**

To improve student performance in writing, particularly narratives, with improvement in student comparative growth evident for Year 5 students.

Strategies to achieve this target include:

- Staff development and participation in the Literacy and Numeracy initiative
- Staff development and participation in Literacy on Track program
- Staff development and participation in the community of schools focus groups
- Increased resources to include a variety of materials to support the writing process

Our achievements include:

Staff and students participated in the Literacy and Numeracy Leaders and the Literacy on Track programs. Staff professional learning during meeting times and supported classroom lessons were designed to improve students achievement in writing. Key indicators of achievement were developed Pre-school to Year 8 to measure and track student progress in writing.

Significant school funds were allocated to the purchase of new writing materials to support modelled, guided and independent learning in writing.

Students participated in a community of school’s writers festival, with selected student’s writing published and presented at the festival.

**Target 2**

**Reading**

To improve student performance in reading, with an increase in K-2 students reaching regional benchmarks and with an improvement in student comparative growth evident for Year 5 students.

Strategies to achieve this target include:

- Staff development and participation in the Literacy and Numeracy initiative
- Staff development and participation in Literacy on Track program
- Staff development and participation in the community of schools focus groups
- Increased resources to include a variety of materials to use in guided reading and home reading activities

Our achievements include:

Staff participated in 4 days of professional learning with the Literacy on Track leader. Specific targets were set to measure improvements in oral reading as part of the program. Key indicators of achievement were developed Pre-school to Year 8 to measure and track student progress in reading.

Significant school funds and P&C funds were allocated to the purchase of new reading books to support guided reading in the classrooms and the home reading program. Parents, staff and children reported increased student engagement in reading.

When measured against regional and school benchmarks, there was an increase in the number of students achieving and exceeding minimum standards in reading.

**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 2009 our school carried out evaluations of management and mathematics.
Educational and management practice

Management

Background

The school community was surveyed in 2009 regarding the management practices of the school. The results are based on the responses of 8 staff, 58 students and 10 parents.

Findings and conclusions

Student management

Most staff, students and parents felt that student welfare needs are addressed in school planning and practices. Most staff felt there was a need for a more systematic management of student welfare issues.

Resource management

Most staff, students and parents felt that resources were managed effectively, with purchases planned to meet identified school and student needs.

Staff Management

Most staff felt that professional development is planned, systematic and effective, although insufficient funds are available to meet all professional development needs.

Future directions

In 2010, the school will revise its student welfare policy to align this with some of the key elements of best practice in schools. The 2010 budget will include additional allocation of professional learning funds on top of the tied funds allocated from the DET, to improve staff professional learning.

Curriculum

Mathematics

For 2009, the school conducted surveys to determine the opinions of staff and students of the current Mathematics program.

Findings and conclusions

Most of the children indicated that they enjoyed Maths lessons in the classroom. Whilst a large percentage of the students agreed that Maths was important to learn, many indicated that at times it could be boring. Many of the children agreed that group work is favourable to independent work and would like to see more of that in their lessons.

The student responses to the best things about Maths lessons included computers, groups and hand on activities. While the worst things about Maths lessons were boring lessons, text books, times tables and hard problems.

Many students indicated that they were not sure when asked if they receive feedback from their teacher about their progress in Mathematics.

The staff responses to the survey indicate that they would like to see more parent participation in Maths lessons as helpers and also the extension of current programs, such as Count Me In Too, into other strands of Mathematics. Staff also indicated the need to develop groups across stages to cater for the needs of students in Mathematics.

Overall the survey indicated that students and staff alike are generally happy with the teaching of Mathematics at Mulgoa Public School. Future directions for 2010 will include examining across stage groups to cater for students, the use of text books in Mathematics and recognising student achievement in maths and giving appropriate feedback to students. Staff will also need to look at encouraging parent helpers into the classroom for Mathematics, as well as looking for Departmental programs to supplement existing programs such as Count Me In Too.

The responses show that while students have dislikes about maths, they are not about the way in which maths is approached at Mulgoa but the work itself. The comments relating to their likes reflect that the current approach to maths lessons in the classroom is liked by the students and staff.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. A survey was completed by staff students and parents, gaining information about several areas of school practices and procedures. The key findings are presented below.

Student Recognition

While the school community generally favoured the current merit award recognition system, there was a perceived need to improve recognition for positive student behaviour. There was also a perceived need to increase the opportunities for students to receive recognition throughout the year, with less emphasis on the end of year
presentation assembly. In particular, parents and students felt that there needed to be equity amongst the students who participated in sporting activities, in particular, there was a need for the infants children to receive ribbons for these activities.

**Small School's Network**

The school community was generally very happy with the activities centred around the small school's network, including the combined camps, disco and sporting activities. There was a strong demand for these continue in 2010, and to expand these opportunities where possible.

**Physical Environment & Resources**

During 2009, several improvements were made to the physical appearance of the school. Generally there was a positive response to this, with most students and staff in particular, benefitting from the improvements. The need to maximise the use of the new library was clearly expressed in these views.

**Other findings**

Most staff, students and parents felt there were many disruptions in 2009 due to staffing changes and the building projects, although they all agreed that these disruptions were unavoidable.

Generally, parents are very happy with the school, in particular, teacher quality, the small school’s network, the tone of the school and the school staff and the school community in general.

**Professional learning**

All staff members, including teaching, administrative and support staff, have access to and engage in, professional learning to meet individual needs and school targets.

For teachers these included:

- Best Start training
- Anti-racism training
- Literacy on Track
- Swim school training
- Library administration training
- Computer coordinator
- Assessment and reporting
- Writing
- Career development

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**School development 2009 – 2011**

**Targets for 2010**

**Target 1**

**Literacy**

*To improve student performance in literacy with an increase in the number of students reaching regional and school developed benchmarks and with an improvement in student comparative growth evident for Year 5 students.*

Strategies to achieve this target include:

- Staff development and participation in the Literacy and Numeracy initiative
- Staff development in Best Start, with all Kindy students assessed
- Staff development and participation in Literacy on Track program
- Staff development and participation in the community of schools focus groups

Our success will be measured by:

- 100% of students in Year 3 and Year 5 reaching minimum standards in NAPLAN literacy.
- Increased number of students achieving above minimum standards in NAPLAN literacy
- Increased number of students exceeding minimum growth in literacy
- Increased number of students in Kindergarten to Year 2 reaching and exceeding regional benchmarks in reading.
- All students in Kindergarten reaching standards as based on the Best Start learning continuums
Target 2

Number

To improve student performance in number, with an increase in the number of students reaching regional and school developed benchmarks. All students to meet or exceed national minimal standards in NAPLAN numeracy.

Strategies to achieve this target include:

- Staff development and participation in the Literacy and Numeracy initiative
- Staff development in Best Start, with all Kindy students assessed
- Staff development and participation in the community of schools focus groups
- Tracking process for student achievement and progress in Number established
- Staff training in Newman’s Error Analysis and Counting On

Our success will be measured by:

- 100% of students in Year 3 and Year 5 reaching minimum standards in NAPLAN numeracy.
- Increased number of students achieving above minimum standards in NAPLAN numeracy
- Increased number of students exceeding minimum growth in numeracy
- Increased number of students in Kindergarten to Year 2 reaching and exceeding regional benchmarks in number.
- All students in Kindergarten reaching standards as based on the Best Start learning continuums

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.

Jennifer Thompson, Principal
Justine Blackley, Teacher
Karen Witherspoon, Teacher
Kim Torresan, School Administrative Manager
Rebecca Marshall, P&C President

School contact information

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School Code: 2659

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: