Mulgoa Public School
Established 1883

Messages
Principal's message
Mulgoa Public School is committed to providing quality education in a caring, heritage environment with an emphasis on integrating computer technologies into everyday learning. At our school we value our school motto of Friendship, Love, Learning and strive to incorporate this into every aspect of school life.

We 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.

Mr Tony Jeff (Relieving Principal 2008)
Mrs Jennifer Thompson (Principal 2009)

P&C message
Mulgoa Public School P&C has had another successful year in supporting our school and our children. During 2008, the P&C focussed their fundraising efforts on being able to purchase a changeable sign for the school. Along with a portion of grant monies, this sign was purchased and it is a great focal point for information about what is happening in our school. The P&C were also able to fund bus travel to and from both major excursions and for the school swimming scheme, which supported all students and all families within the school. During 2008, the P&C held mothers’ and fathers’ day stalls as well as a Christmas stall. An Easter raffle was run as well as a special lunch day during the cross country carnival. We provided a sausage sizzle and canteen for our small schools sport day and during 2008, over $1 500 was raised during all of our fundraising efforts. 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 2008. The P&C always welcomes new ideas and members, so come along to any of our meetings. We look forward to a successful 2009 and again being able to support our school and our children.

Mrs Rebecca Marshall (P&C President)

Student representative's message
As 2008’s School Captains and Year 6 leaders, we assisted with many varied fundraising activities for the Year 6 farewell. These included Easter Egg Decoration, Colouring in competitions, Ice-cream spider days, and mufti days. We also assisted with a fun day that was enjoyed by all students and included games and activities.

During 2008, we assisted in running school assemblies and our favourite joke was to wait for the teacher that was talking, to sit down again before we called them out to hand out an award – when they could have just stayed standing! As Captains, we represented our school at the ANZAC day ceremony at Penrith Paceway and laid a wreath on behalf of our school. We attended a Mayoral award ceremony where we were presented with a certificate and had our photo taken with the Mayor (well, he was sick that day, so it was the Deputy Mayor!) We enjoyed our time at Mulgoa Public School and were thankful for the experiences we had an opportunity to enjoy.

Sean Carr and Abby Mullen
Year 6 Captains 2006

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 33 males and 29 females. Of these students, 5 were Aboriginal and 8 were from a language background other than English (LBOTE). Enrolments have fluctuated over the past 5 years, reflecting the small community from which the school draws its students.
Student attendance profile

School attendance has been fairly stable over the past five years and is very slightly lower than region and state averages.

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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>234JW</td>
<td>4</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>234JW</td>
<td>3</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>234JW</td>
<td>2</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>456ZW</td>
<td>6</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>456ZW</td>
<td>5</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>456ZW</td>
<td>4</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>K12W</td>
<td>K</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>K12W</td>
<td>2</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>K12W</td>
<td>1</td>
<td>9</td>
<td>22</td>
</tr>
</tbody>
</table>

Structure of classes

Classes are formed with consideration given to the class size formulas as recommended by the Department of Education and Training. All classes are multi-age classes.

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 two fulltime classroom teachers and one teaching principal. An additional classroom teacher worked on a part-time basis for 2 days per week for our RFF component and a temporary teacher was employed for the principal’s release component. Our school counsellor allocation was one half day per fortnight, and our support teacher learning assistance allocation was three hours per week. In 2008, there was no teacher librarian appointed to the school.

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.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4</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 Staff</td>
<td>2</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1</td>
</tr>
<tr>
<td>Learning Support Officers</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>
Staff retention
2008 saw significant movement of staff. In Term 2, a new classroom teacher was appointed, replacing a staff member who transferred to another district. The school principal was appointed to another school and took up this position in 2009, after relieving in this position for 2008. Accordingly, a relieving principal was appointed within the school from Term 1 and a temporary teacher was employed to cover the principal’s absence.

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

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>89 358.86</td>
</tr>
<tr>
<td>Global funds</td>
<td>57 487.97</td>
</tr>
<tr>
<td>Tied funds</td>
<td>16 731.97</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>11 788.75</td>
</tr>
<tr>
<td>Interest</td>
<td>5 197.33</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2 737.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>166 570.26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>3 001.69</td>
</tr>
<tr>
<td>Excursions</td>
<td>5 964.58</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>1 831.96</td>
</tr>
<tr>
<td>Library</td>
<td>428.89</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 225.84</td>
</tr>
<tr>
<td>Tied funds</td>
<td>47 419.82</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>2 699.76</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>23 844.85</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>8 797.38</td>
</tr>
<tr>
<td>Maintenance</td>
<td>4 304.72</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>3 141.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>102 660.49</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>63 909.77</td>
</tr>
</tbody>
</table>

The balance brought forward, included large amounts of tied funds, including funds for Investing in Our Schools projects. This money was allocated and spent late in 2008 and early in 2009.

A full copy of the school's 2008 financial statement is tabled at the annual general meeting of the P&C association. Further details concerning this statement can be obtained by contacting the school.

School performance 2008
Our school provides a balanced curriculum with opportunities for excellence in all areas.

Achievements

University Competitions.
The University of NSW Competitions proved very popular with our students. The bands below indicate the percentage of students participating in each grade.

<table>
<thead>
<tr>
<th>Competition</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Skills</td>
<td>29%</td>
<td>29%</td>
<td>0%</td>
<td>49%</td>
</tr>
<tr>
<td>English</td>
<td>29%</td>
<td>49%</td>
<td>29%</td>
<td>29%</td>
</tr>
<tr>
<td>Spelling</td>
<td>29%</td>
<td>29%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Writing</td>
<td>29%</td>
<td>29%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>49%</td>
<td>49%</td>
<td>29%</td>
<td>49%</td>
</tr>
</tbody>
</table>

The students developed new skills and each participating student received an individual printout of their results and a certificate. Two students performed exceptionally well with Daniel McTackett achieving a Credit in Computer Skills and Sharlette Bruce achieving a Distinction in both the Spelling and Writing competitions.

Premier’s Reading Challenge
Twenty-seven students completed the Premier’s Reading Challenge in 2008. The children read a prescribed number of books from the published challenge list, and kept a reading log. At the conclusion of the challenge, these students received a certificate signed by the Premier of NSW.
Public Speaking Competition
Mulgoa PS participated in the Nepean Valley Public Speaking Competition. After much preparation and practice for our Mulgoa PS competition, five students were selected to participate and compete against other local schools. The representatives were Daniel McTackett (Year 3), Sharlette Bruce (Year 4), Annabelle Brown (Year 5), and Abby Mullen and Kristian Sanchez (Year 6). All of the students performed admirably with Daniel McTackett receiving a medallion for winning his round and moving into the Finals.

Academic
In the National Assessment Program (NAPLAN), 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)

Literacy – NAPLAN Year 3
In 2008, eleven Year 3 students sat the NAPLAN test in Literacy. Our Year 3 students continued to perform above the school education group average in literacy. They performed slightly above state average in writing and above state average in reading.

The state average score for overall literacy was 419.4, the regional average score was 408.9. Our Year 3 students performed strongly with an average score of 443.2. They also performed strongly when measured against like-school groups (LSG).

Areas of strength include reading, grammar and punctuation. Areas for further improvement include spelling and writing.
Numeracy – NAPLAN Year 3

In 2008, eleven Year 3 students sat the NAPLAN test in Numeracy. Our Year 3 students continued to perform above the state and the school education group average in numeracy. They also performed strongly when measured against like-school groups.

The state average score for overall numeracy was 412.1, the regional average score was 398.9. Our Year 3 students performed strongly with an average score of 453.7.

Areas of strength include measurement and data. Areas for further improvement include addition and whole number.

Literacy and Numeracy results – NAPLAN Year 5

NAPLAN results should not be reported in a manner which enables the results of individual students to be identified. Accordingly, percentage in band, three-year school average, and average growth information should not be reported if results are available for less than 10 students.

In 2008, seven students sat for NAPLAN at Mulgoa Public School, therefore the results will not be presented in graphical form.

Literacy – NAPLAN Year 5

There was a decline in literacy achievement for Year 5 students in 2008, compared with 2007, with students achieving slightly below state and regional average in both reading and writing. The students performed better in reading than in writing.
The state average score for overall literacy was 497.4, the regional average score was 486.9. Our Year 5 students scored an average of 476.8.

Areas of strength include connecting ideas in reading and the use of paragraphs in writing. Areas for further improvement include spelling, vocabulary, sentence structure and character development.

Numeracy – NAPLAN Year 5

Progress in numeracy

There was a marked increase in numeracy achievement for our Year 5 students in 2008, compared with 2007, with students achieving well above both state and regional average in numeracy.

The state average score for overall numeracy was 489.1, the regional average score was 479.3. Our Year 5 students scored an average of 541.6.

Areas of strength include measurement and data. Areas for further improvement include numbers, patterns and algebra.

Results for Year 5 students can be matched with their Year 3 results. Minimum growth for Year 5 students is two bands, or 80 points.

In reading, 42.9% of our Year 5 students’ progress was amongst the middle of the state and 14.3% were in the top 25% of the state for students achieving the same result in 2006. In writing, 57.1% of our Year 5 students’ progress was amongst the middle of the state for students achieving the same result in 2006.

Overall, there has been a decline in student comparative growth in literacy, particularly writing.

In numeracy, 57.1% of our Year 5 students’ progress was amongst the middle of the state and 42.9% were in the top 25% of the state for students achieving the same result in 2006.

There has been an increase in student comparative growth from 2007 in numeracy.

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 achieving at and above minimum standard</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>

<table>
<thead>
<tr>
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</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

In February 2008, students at Mulgoa Public School participated in a range of activities as part of an Aboriginal Cultural day. In 2008, personalised learning plans were implemented for all Aboriginal students. Teacher’s aide time was provided to support Aboriginal students with their learning. The achievement of Aboriginal students when measured against school benchmarks, indicated that they performed at or above the level of their peers. No Aboriginal students sat for NAPLAN in 2008.

Multicultural education

Our school has a trained Anti-Racism Contact Officer with training due to be updated in 2009. In the classroom, teaching and learning activities are culturally inclusive with aspects of multiculturalism taught in an integrated approach across the curriculum. Units are related to the school’s Connected Outcomes Group scope and sequence.

Respect and responsibility

In Term 3 of 2008, Mulgoa PS participated in the Glenmore Park cluster of schools Values Forum. The participating schools performed various items on the night to represent the core values of
Respect, Responsibility, Care and Co-operation. Mulgoa PS chose Co-operation and performed a play called ‘Sunday Roast’. There was representation across the school with students from Kindergarten to Year 6 participating in the play. Links with our neighbouring schools were strengthened as we showcased the great things happening in public education.

Other programs

Community Garden
In 2008, members of the Mulgoa Sustainability Street Environmental group worked in collaboration with Mulgoa Public School and Penrith City Council to design, build and establish a community garden within the confines of the school premises. Members of the school and boarder community worked collaboratively in developing a sustainable vegetable garden. Potatoes, broccoli, lettuce, rocket, carrots and beans were produced and cultivated in Term 4, with students having the opportunity to take the produce home to cook and consume.

Small School's Sports Day
On the 8th September 2008, Stage 2 and 3 students from Mulgoa Public School, Orchard Hills Public School, Luddenham Public School and Wallacia Public School took part in a small schools sports gala day. The event was held at Gow Park, Mulgoa and focused on participation, enjoyment and also exposure to other students of similar public schools, most of whom feed into Glenmore Park High School. The links made created positive inroads into the transition to High School for all participating students. Mulgoa Public School organised and ran this event and it was decided across the small schools community that such days be continued into the future of 2009 and beyond.

Premier’s Spelling Bee
Four students from Mulgoa PS participated in the Premier’s Spelling Bee. After much practice in the classroom and an in school competition, Sharlette Bruce and Jordan Bailey (representing Stage 2) and Abby Mullen and Hassam Ezad (representing Stage 3), travelled to Hazelbrook PS to compete in their regional round. All of the students were great ambassadors for Mulgoa PS.

Transition to High School
To ease the transition from a small semi-rural primary school into a large urban high school, additional activities were organised throughout the year for our students to get together and forge friendships with our neighbouring small schools. To familiarise the senior students with the high school environment, the students and parents of Years 5 and 6 enjoyed an additional orientation to high school visit. The students were armed with questions to ask their Year 7 buddy. While the students were shown around the school, the parents had morning tea with the Principal, Deputy Principal and Year 7 advisor of Glenmore Park HS. The visit provided a forum for both the parents and students to ask questions about high school.

Progress on 2008 targets

Target 1
To build staff expertise and capacity in the use of electronic whiteboard technology
Our achievements include:

- Staff Professional Development in Term 4 in the use of interactive whiteboards.
- Staff at Mulgoa Public School gave a presentation to the staff of Llandilo Public School, demonstrating the various ways interactive Whiteboard technology is incorporated into daily teaching.

Target 2
To improve student writing and put in place an ongoing home reading scheme.
Our achievements include:

- Increased use of the Library with 90-100% of students borrowing by end of Term 4.
- Use of proformas to provide a scaffold to teach the various text types.
- Sentence a day scheme to provide daily opportunities for writing, targeting specific areas.
• Interactive whiteboard to model writing strategies.
• Parent helper program targeting spelling and sight word vocabulary.
• Increased number of students using the correct text type structure.
• Increased sight word vocabulary.
• Improved spelling.
• Increased use of appropriate grammar and punctuation.

Target 3

Numeracy – A school focus on problem solving and telling the time.

Our achievements include:
• Specific lessons teaching the use of analog and digital clocks to tell the time and predict the time.
• Parent helper program providing additional support for students in need.
• Weekly lessons on problem solving.
• Teacher developed Parent Program teaching different strategies to solve problems.

Target 4

Aboriginal Education celebrating diversity and highlighting the culture of the first Australians.

Our achievements include:
• Early Mulgoa unit of work, focussing on life in early Mulgoa, identifying the local Aboriginal tribe and the land they occupied, and the interactions between Indigenous and European people.
• Aboriginal cultural day held at school, with all children participating in cultural activities.

Educational and management practice

School Culture

Background

The school community was surveyed early in 2009 regarding School Culture. The results are based on the responses of 3 teachers, 14 parents and 43 students.

Findings and conclusions

100% of teachers responded with almost always or usually to all questions with 100% responding with always for ‘I am proud of my school’ and ‘The school encourages all students to do their best’.

When parents were surveyed, 70-100% of parents responded with always or usually to all questions. The highest response of 85% was of parents feeling ‘The school often praises and rewards individuals who are successful’ and 78% of parents responding with always feeling ‘The students are the school’s main concern’. The remaining parents responded with usually to these 2 questions.

95% of students responded with always for ‘The school encourages everyone to learn’. 90% of students felt ‘New students are made welcome.’

Future directions

While the survey results indicate a positive school culture in most areas, the school needs to continue to work towards improvement. Some areas to be refined and improved upon include the manner in which the school supports parental understanding of the support strategies used for students with special needs, and the way the school demonstrates its understanding of the families and the community which it serves.

Curriculum

Reading

Background

For 2008, the school held focus group meetings to determine the effectiveness of the school’s reading resources. The opinions of staff, students and parents were gathered via these discussions.

Findings and conclusions

Most of the children indicated that they enjoyed reading activities at school. They enjoyed a variety of activities and books, although many children indicated that some of the texts were old with out of date pictures. The children enjoy a variety of reading materials including fiction and
non-fiction, with older children also enjoying plays and chapter books. Most children regularly borrow from the school library and plan to borrow books that will help them complete the Premier’s Reading Challenge.

Most of the staff indicated that while reading activities were enjoyed by the students, the choice of suitable reading material was limited, with many resources becoming old and out of date. Most staff reported difficulty with matching children to text with the current resources available.

Parents were supportive of reading programs, such as the Premier’s Reading Challenge and the Home Reading Scheme and value classroom reading activities as the main method of teaching children to read. They were, however, concerned about the lack of appropriate reading resources for home reading, with many of the texts being old and outdated.

Future directions

Reading activities at Mulgoa Public School are valued by parents, students and staff. The existing resources need to be supplemented with modern reading scheme books to enable teachers to best meet the needs of students. These resources need to include a variety of fiction and non-fiction books. Home Reading books also need supplementation to maintain interest, with Premier’s Reading Challenge books provided for older readers.

Parent, student, and teacher satisfaction

In 2008, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- The majority of parents felt that Mulgoa Public School endeavours to provide quality education and improvement in student learning outcomes for all students through is effective management and implementation of curriculum. 100% of parents agree that student welfare and Child Protection programs at Mulgoa Public School meet the needs of the community of learners.
- All staff agreed that our team is committed to the values of Public Education and that staff development programs contribute to effective teaching. 80% of staff support the notion that our planning is collaborative and our resources are managed effectively and equitably throughout the school.
- All students surveyed responded that they strongly agree that our indigenous students are supported and encouraged to participate in all school activities.

Professional Development

All staff participated in professional development sessions throughout 2008. $50 was spent from the Beginning Teaching allocation. All teaching staff were exposed to Interwrite Whiteboard training sessions with funds being withdrawn from ICT at a total of $1793. $603 was spent on Literacy and Numeracy development while $720 was allocated towards Welfare and Equity. Three teachers attended an ACEL conference aimed at Leadership and Career Development. In total funds that were used in 2008 in the form of Professional Development was $3995.

School development 2009 – 2011

Specific target areas for 2009 have been identified through parent, student and staff surveys and discussion groups, as well as through analysis of school and system wide data.

Targets for 2009

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 success will be measured by:

- 100% of students in Year 3 and Year 5 reaching minimum standards in NAPLAN writing.
- Increased number of students achieving above minimum standards in NAPLAN writing
- Increased number of students exceeding minimum growth in writing.
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 success will be measured by:

- 100% of students in Year 3 and Year 5 reaching minimum standards in NAPLAN reading.
- Increased number of students in Kindergarten to Year 2 reaching regional benchmarks in reading.
- Increased number of students achieving above minimum standards in NAPLAN reading
- Increased number of students exceeding minimum growth in reading.

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.

Tony Jeff, Relieving Principal 2008
Jennifer Thompson, Principal 2009
Joanne Curran, Teacher
Karen Witherspoon, Teacher
Kimberley Torresan, School Administrative Manager
Rebecca Marshall, P&C President

School contact information

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Email: mulgoa-p.school@det.nsw.edu.au
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: