Mungindi Central School
Annual School Report 2013
School context

Mungindi Central School is a small, isolated, rural school catering for Preschool to Year 12 and is located in the township of Mungindi on the NSW and Queensland border 120 kilometres NW of Moree.

The school works continuously to encourage parents and caregivers to be active participants in school activities and to have valued input into their child’s education. The integrated Preschool provides a program to facilitate Kindergarten students settling into school.

The Secondary department offers a curriculum pattern designed to prepare students for further education or vocational opportunities. The school is the centre for the Northern Border Senior Access (NBSA) program, and shares students, teachers and subjects with Collarenebri, Goodooga, and Boggabilla schools. Students have a wide range of courses available in Stages 5 and 6 through strong links with TAFE.

The school is well resourced and provides students access to the latest technologies to enhance their learning. Interactive Whiteboards in every class, laptops in Years 9–12, banks of computers in all other classes and innovative software ensure students receive the best learning opportunities.

The school has a well-developed and effective discipline policy which focuses on strong relationships with families and positive behaviours of students by providing support at all levels through a strong network of assistance centred on the Learning Support Team (LST).

In 2013 there has been a lack of continuity with significant changes in staff (including executive, teachers, SLSO’s and administrative staff) throughout the year and consequent changes to the roles and responsibilities of staff.

Principal’s message

Mungindi Central School is a school which serves its local community. The involvement by both the P&C and AECG in the strategic planning and vision for the school is an essential feature of Mungindi Central School.

The following report acknowledges the achievements of Mungindi Central School 2013 in areas of academic achievement, sporting prowess and cultural inclusivity. I thank the many members of the Mungindi community who have supported our school to ensure we are able to provide a comprehensive education for all students of Mungindi.

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 our achievements and areas for development.

Mr Paul Champion
Relieving Principal

P & C message

The 2013 year for the P & C has been a busy one.

It has seen the re-establishment of the canteen one day a week. We have joined Healthy Kids Association and are operating under their guidelines. There has been an adjustment period to understanding the guidelines. The Canteen Committee has worked hard on the menus to provide healthy, delicious choices and a variety of foods that are made fresh on site, and we have found that the students particularly look forward to the ‘Red Days’. The canteen catered for Border Sports Day and the Winter Sports Carnival.

The major fundraising effort this year was the “Carnivale” that was hosted in May. This event saw us bring show style rides from the Gold Coast for the entire town to enjoy. We look forward to hosting a similar event in 2015. The funds raised during 2013 helped to reduce the cost of excursions to make them more affordable for students to attend.

There have been some issues raised about lack of communication between the school and parents. This continues to be worked on as parents need to be informed about the issues and events being held at school in advance so that it is easier for them to attend and be involved.

I would like to thank all my fellow P & C members for their ongoing support and hard work. In 2014 we are hoping to involve even more parents in the P & C and to work more closely with the AECG to strengthen the school.

Mrs Kellie Beckenham
P&C President
**AECG message**

Term One was a real re-connecting of our AECG following several years of inactivity. We worked in partnership with the school to increase student attendance for both Aboriginal and non-Aboriginal students, successfully lifting whole school attendance rates.

Term Two our AECG worked tirelessly toward our NAIDOC celebrations; as the AECG President for the last three years I can confidently say that our 2013 NAIDOC Celebrations were by far the most positive, well-organised and inclusive I have seen. Thank you to Mrs Alison Picton who worked collaboratively with St Joseph’s Public School to have their students share in our celebrations - a real example of closing the gap.

Term Three Mungindi Central students participated in a range of cultural workshops and clinics both locally and further into the region.

Term Four the AECG welcomed Mr Paul Champion as relieving Principal, we established a close working relationship and his support of the AECG was most welcomed. The term saw several key successes including the visit by the “Black Olive”, who presented our school and community a cooking demonstration using local bush tucker- Mark was such an inspiration. The AECG in partnership with the school opened the Traditional Bush Garden a place where students can experience learning in a natural environment. The year culminated in the graduation of Brian Naylon, our first Aboriginal student to complete their Higher School Certificate for several years- Well Done Brian!

**Mr Ben Picton**  
AECG President

**Student representative’s message**

Mungindi Central School Student Representative Council was involved in a large variety of activities throughout 2013. The vision for our SRC is to develop social responsibility and the focus of our activities was to heighten social awareness and raise funds for a variety of charities. Significant events of 2013 included: Relay For Life, Legacy Day, ANZAC Day, Jean for Genes Day and the 40 Hour Famine.

**Morgan Mathew**  
SRC Representative

**Student information**

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

**Student enrolment profile**

![Graph showing student enrolments](image)

*Note: Enrolments for central schools are for K-6.*

**Student attendance profile**

<table>
<thead>
<tr>
<th>Y</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>1</td>
<td>93.7</td>
<td>94.2</td>
<td>94.2</td>
<td>93.9</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.0</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.1</td>
<td>94.5</td>
<td>94.4</td>
<td>94.4</td>
<td>94.8</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.0</td>
<td>94.5</td>
<td>94.3</td>
<td>94.3</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.0</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td>93.8</td>
<td>94.1</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
</tr>
</tbody>
</table>
Management of non-attendance

Student attendance is a major focus of Mungindi Central School. The school works in close collaboration with the community to minimise the unexplained absences of our students. The school employed a School Learning Support Officer (SLSO) to investigate non-attendance and work with families to ensure their children attended school. The School Administrative Officer (SAO) makes contact with the families of all students who are not present each day; this strategy effectively deals with unexplained absences of our students.

Class sizes and Structure of classes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y 1 - 2</td>
<td>1</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Y 3 - 4</td>
<td>3</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Y 5 - 6</td>
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<td>10</td>
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<tr>
<td></td>
<td>6</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>K - Y 1</td>
<td>1</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>K</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>

Post-school destinations

Mungindi Central School had one student graduate the Higher School Certificate in 2013. The student successfully gained employment at the local catholic school and is currently employed as an Aboriginal Education Worker (AEW).

Year 12 students undertaking vocational or trade training

Mungindi Central School had one student enrolled in Year 12 in 2013. The student completed a School Based Apprenticeship and Traineeship (SBAT) in Community Services with Moree Plains Shire and also completed the Child Services course. Mungindi Central School had 100% of Year 12 undertake vocational or trade training.

Year 12 students attaining HSC or equivalent Vocational educational qualification

Mungindi Central School had one student enrolled in Year 12 in 2013. The student completed a School Based Apprenticeship and Traineeship (SBAT) in Community Services with Moree Plains Shire and also completed the Child Services course. Mungindi Central School had 100% of Year 12 undertake vocational or trade training.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers Secondary Studies</td>
<td>1</td>
</tr>
<tr>
<td>Head Teacher Access</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>10</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.384</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.282</td>
</tr>
<tr>
<td>Total</td>
<td>21.366</td>
</tr>
</tbody>
</table>
The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Mungindi Central School maintains a strong commitment to the employment of Indigenous workers. The school employed Aboriginal persons in a variety of roles within the schools including: Aboriginal Education Officers, School Learning Support Officers, General Assistant and School Administrative Officer.

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>0</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>0</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>441961.82</td>
</tr>
<tr>
<td>Global funds</td>
<td>159052.29</td>
</tr>
<tr>
<td>Tied funds</td>
<td>263328.24</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>17655.13</td>
</tr>
<tr>
<td>Interest</td>
<td>13855.14</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>78719.72</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>974572.34</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 24168.11   |
| Excursions                 | 15116.57   |
| Extracurricular dissections| 21920.05   |
| Library                    | 0.00       |
| Training & development     | 24725.00   |
| Tied funds                 | 352380.37  |
| Casual relief teachers     | 34476.33   |
| Administration & office    | 54267.40   |
| School-operated canteen    | 0.00       |
| Utilities                  | 58336.06   |
| Maintenance                | 27763.49   |
| Trust accounts             | 77172.40   |
| Capital programs           | 0.00       |
| **Total expenditure**      | 690325.78  |
| **Balance carried forward**| 284246.56  |

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

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

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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 and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The reporting of information for small student cohorts dictates that summary statistics or graphical representation of student performance must not be used for cohorts less than 10 students in the course or subject.

Year 3 students in NAPLAN Reading were spread through Bands 1-5 with an overrepresentation in Bands 1 and 5 when compared to the DEC State average. In NAPLAN Spelling, Grammar and Punctuation students were spread between Bands 1 and 3 and in NAPLAN Writing students achieved in Bands 1-4.
NAPLAN Year 3 - Numeracy
The reporting of information for small student cohorts dictates that summary statistics or graphical representation of student performance must not be used for cohorts less than 10 students in the course or subject.

Year 3 students in NAPLAN Numeracy were spread through Bands 2-5 with an overrepresentation in Bands 2 and 5 when compared to the DEC State average.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
The reporting of information for small student cohorts dictates that summary statistics or graphical representation of student performance must not be used for cohorts less than 10 students in the course or subject.

Year 5 students in NAPLAN Reading were spread through Bands 3-5 with an overrepresentation in Band 3 when compared to the DEC State average. In NAPLAN Spelling and Writing students scored Band 3 and in NAPLAN Grammar and Punctuation students achieved in Bands 3-5.

NAPLAN Year 5 - Numeracy
The reporting of information for small student cohorts dictates that summary statistics or graphical representation of student performance must not be used for cohorts less than 10 students in the course or subject.

Year 5 students in NAPLAN Numeracy were spread through Bands 3-4 with an overrepresentation in Band 3 when compared to the DEC State average.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
The reporting of information for small student cohorts dictates that summary statistics or graphical representation of student performance must not be used for cohorts less than 10 students in the course or subject.

Year 7 students in NAPLAN Reading, Grammar and Punctuation, and Writing were spread through Bands 4-6 with an overrepresentation in Band 4 when compared to the DEC State average. In NAPLAN Spelling students scored Band 4.

NAPLAN Year 7 - Numeracy
The reporting of information for small student cohorts dictates that summary statistics or graphical representation of student performance must not be used for cohorts less than 10 students in the course or subject.

Year 7 students in NAPLAN Numeracy were spread through Bands 4-6 with an overrepresentation in Band 4 when compared to the DEC State average.

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
The reporting of information for small student cohorts dictates that summary statistics or graphical representation of student performance must not be used for cohorts less than 10 students in the course or subject.

Year 9 students in NAPLAN Reading were spread through Bands 5-6 with an overrepresentation in Band 5 when compared to the DEC State average. In NAPLAN Spelling, Grammar and Punctuation, and Writing students scored Band 5.

NAPLAN Year 9 - Numeracy
The reporting of information for small student cohorts dictates that summary statistics or graphical representation of student performance must not be used for cohorts less than 10 students in the course or subject.

Year 9 students in NAPLAN Numeracy scored Band 5 which was an overrepresentation when compared to the DEC State average.

Higher School Certificate (HSC)
In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
The reporting of information for small student cohorts dictates that summary statistics or graphical representation of student performance must not be used for cohorts less than 10 students in the course or subject.

**Significant programs and initiatives**

**Aboriginal education**

Mungindi Central School incorporates the Aboriginal Education and Training Policy into its operations. The inclusion of Aboriginal perspectives across subjects and KLAs occurs with the support of professional development with regard to both programming and teaching and learning strategies.

The annual NAIDOC celebrations highlight the schools commitment to Aboriginal education; providing an avenue to demonstrate respect for and an awareness of Aboriginal cultural history. The NAIDOC celebrations were a joint venture with St Josephs the local Catholic School.

The Aboriginal and Torres Strait Islander Education Action Plan 2010-2014 and the Partnership Agreement between the Department and the Aboriginal Education Consultative Group Incorporated provides a framework to address the following: 1. Readiness for School- students of Mungindi Central School participate in transition programs for both Preschool and Kindergarten. 2. Engagement and Connections- student engagement is a key focus whereby staff program and deliver curriculum which is significant to their students. 3. Attendance- Mungindi Central School works in partnership with the community to promote patterns of consistent attendance. 4. Literacy and Numeracy- the employment of School Learning Support Officers focus on supporting the development of literacy and numeracy outcomes for all students. 5. Leadership, Quality Teaching and Workforce Development- staff professional learning is designed to support the development of staff in the delivery of high quality education programs to meet the needs of Aboriginal students; Aboriginal staff were encouraged to attend professional learning to improve their support of our students. 6. Pathways to Real Post-School Options- the effective transition of students was aided by the enrolment and completion of School Based Apprentices and Traineeships and the case management of students in their transition phase.

**Multicultural education**

Mungindi Central School upholds the Department’s Multicultural Education and Anti-Racism Policies. The school celebrates the multicultural nature of Australian society through explicit teaching throughout the curriculum and in acknowledgement of harmony focused activities. The school ensures that it complies with anti-racism legislation and promotes a zero-tolerance of racism through its welfare policy.

**Transitional Equity Funding**

Mungindi Central School received $90817 in Transitional Equity Funding; these funds supported the achievement of key goals throughout 2013. Funds were allocated to support professional learning for staff, the Dare to Lead Initiative and a significant proportion was directed to the employment of School Learning Support Officers.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

In 2013 there has been a lack of continuity with significant changes in staff (including teachers, support and administrative staff) throughout the year and consequent changes to the roles and responsibilities of staff, particularly in relation to the implementation of strategies to achieve the national Partnership targets for 2013. Further, since the beginning of Semester 2, there have been two relieving principals at the school and while both of these relieving principals have
undertaken a consistent school-wide approach to the implementation of policies, there has been some fragmentation in the delivery of programs and support services.

School planning 2012—2014: progress in 2013

School priority 1

Literacy and Numeracy Outcomes

Outcomes from 2012–2014

To improve student outcomes in literacy and numeracy

Evidence of progress towards outcomes in 2013:

Limited Progress- as there was little progress on this target and some strategies were not consistently applied, a new measurable target was revised and strategies developed to achieve this target.

Strategies to achieve these outcomes in 2014

Target 1- the reading results for all students in Early Stage 1 will be above the state targets for reading levels

- Continuation of an Instructional Leader to establish quality teaching practices K-2
- Continuation of the Best Start Kindergarten Assessment (BSKA) Program and utilization of NSW Literacy Continuum
- Training for K/1 class teacher in analyzing and utilizing Best Start Data to monitor student improvement and develop effective strategies to support the learning of all students
- Continuation of Language Learning and Literacy (L3) training
- Implementation of Early Action for Success (EAFS)
- Professional learning in Gifted and Talented Education: Gifted and Talented Kindergarten (GTK).

Target 2- all students in Stages 2 and 3 to show growth on the NSW Literacy Continuum from Term 1 to Term 4 2014

- Implementation of a whole school literacy plan
- Extension of the Instructional Leader’s role
- Professional learning for all staff on the utilization of the NSW Literacy Continuum
- Development for all Stage 2 and 3 students a Student Learning and Support Plan articulating individual goals reflecting the NSW Literacy Continuum
- Professional learning in Gifted and Talented Education.

Target 3- all students in Stages 4 to show growth on the NSW Literacy Continuum from Term 1 to Term 4 2014

- Implementation of a whole school literacy plan
- Extension of the Instructional Leader’s role
- Professional learning for all staff on the utilization of the NSW Literacy Continuum
- Focus on Reading (FoR) Training for Stage 4 class teachers
- Implementation of the New England Literacy Intervention Program (NECOL)
- Development for all Stage 4 students a Student Learning and Support Plan articulating individual goals reflecting the NSW Literacy Continuum
- Professional learning in Gifted and Talented Education.

Target 4- all students in Stages 2 and 3 to show growth on the NSW Numeracy Continuum from Term 1 to Term 4 2014

- Implementation of a whole school numeracy plan
- Extension of the Instructional Leader’s role
- Professional learning for all staff on the utilization of the NSW Numeracy Continuum
- Introduction of Targeting Early Numeracy (TEN) and Count Me In Too (CMIT)
- Mathematics mentor teacher to support programming and assessment
• Development for all Stage 2 and 3 students a Student Learning and Support Plan articulating individual goals reflecting the NSW Numeracy Continuum
• Professional learning in Gifted and Talented Education.

School priority 2
Attendance, Engagement and Retention

Outcomes from 2012–2014
To improve daily student attendance, engagement and retention

Evidence of progress towards outcomes in 2013:

Limited Progress- as there was little progress on this target and some strategies were not consistently applied, a new measurable target was revised and strategies developed to achieve this target.

Strategies to achieve these outcomes in 2014:

Target 1- to improve the transition for all Stage 5 and 6 students from school to work/further education by ensuring that each student has a school to work/further education plan and access to career pathway information, enrichment programs and support services
• Development for all Stage 5 and 6 students a Student Learning and Support Plan which articulates their vocational aspirations with strategies to achieve these and access to support programs and services
• The employment of local specialists to hold demonstration lessons in the Trade Training Centre
• Provision of TAFE Tasters Courses
• Excursion to explore tertiary education and employment opportunities
• Extension of work experience and work placement programs
• Structured transitional programs.

Target 2- to address the issue of poor attendance by reducing the number of unexplained absences for all students P-12
• Development of Personal Attendance Plans for students below 80% attendance
• Further development of community partnerships focusing on attendance and engagement
• Extension of the role of the Learning and Support Teacher (LaST) to lead the implementation of Student Learning and Support Plans to ensure the needs and abilities of all students are addressed
• Professional learning to develop the capacity of all staff to modify and diversify curriculum
• Collegial partnerships with external providers to implement targeted programs such as Girls With A Purpose.

Target 3- to ensure that each student’s respectful behaviour is recorded on Sentral through a school-wide system which is understood and used by all staff
• Implementation of Positive Behaviour for Learning (PBL) model
• Training of all staff in Module 1 PBL Universal Training
• Implementation of a Respectful Behaviour Incentive System and explicit lessons to support
• Use of Quality of School Life Survey to identify student concerns
• Training of staff in the use of Sentral as a school-wide consistent system for recording positive and negative behaviours
• Use of Sentral data to identify problem areas and areas for improvement
• Review current discipline procedures in line with PBL expectations.

School priority 3
Parental and Community Engagement

Outcomes from 2012–2014
To increase parental and community support for the school and engagement in student learning

Evidence of progress towards outcomes in 2013:

Limited Progress- as there was little progress on this target and some strategies were not consistently applied.
**Professional learning**

Professional learning is a significant focus for Mungindi Central School which is staffed with many early career teachers. Professional learning funds expended amounted to $24725, professional activities that staff attended support their development of teaching pedagogy. Two staff were working toward NSW Institute of Teachers Accreditation. Significant funds were directed to supporting staff in implementing the Early Action for Success including staff training in Language Learning and Literacy and Best Start Kindergarten Assessment.

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

Parent/caregiver, student and teacher satisfaction with the school was sound. The involvement of all stakeholders in school events including the opening of the Bush Garden and School Presentation night highlighted the regard that parents/caregivers, students and staff have for Mungindi Central School.

**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.

Paul Champion: Principal (Rel.)
Michelle Riddell: Head Teacher Access
L’Armour Gina-Whewell: Head Teacher SS
John Melrose: Assistant Principal
Gail Smith: School Administrative Manager
Tanya Ogg: SRC Coordinator
Kellie Beckenham- P&C President
Ben Picton- AECG President

**School contact information**

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Ph: 0267 5322207
Fax: 0267 532236
Email: Mungindi-c.school@det.nsw.edu.au
Web: http://www.schools.nsw.edu.au
School Code: 2675

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: