2009 Annual School Report
Mayrung Public School

NSW Public Schools – Leading the way
Messages

Principal's message

Small schools are great schools and Mayrung certainly is an excellent example. The two terms I have been at Mayrung Public have been very busy but productive.

Under the Commonwealth Government Building Education Revolution we are having a new library built. Programs such as Country Areas Program (CAP) allow our students to partake in educational programs and events which might otherwise be denied to them.

We all enjoyed the successful 125 Years of Education Celebration and the completion and unveiling of the mural to beautify our classroom wall.

This mural was only possible because of the hard work of Debbie Wills and Marg Dixon. Many ex students came and saw student performances, looked around the school and attended the official dinner in the evening. The Parents & Citizens Association organized the day, did the catering and were instrumental in the conduct of an extremely successful event.

We have had a challenging, busy and exciting year and I know I will miss Mayrung Public when I start my new position in Albury next year. To those of you who are also leaving Mayrung Public this year, especially those of you who are with us for the last time as your youngest child has completed primary education, I wish you all the best in the future.

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

Carolyn Howard  Acting Principal

P&C message

On behalf of the Mayrung Public School P & C I would like to thank all who was involved with fundraising, it takes a whole school community to raise these funds that benefits all the students at Mayrung. This year we raised money conducting bulb, cookie dough and pie drives, raffles and catering for a polocrosse carnival.

We catered for Mayrung's 125 Years of Education Celebration, and of course received a percentage for the things purchased at Browns Rural Supplies.

Mayrung P & C funds, throughout the year, have gone to fund 75% of all school excursions, tennis coaching, equipment for the school and the books for presentation night.

I would like to thank the parents, grandparents and the community that help out with reading, driving the bus on day trips, swimming lessons at the start of each school year, canteen helpers, and many more activities that we are involved in.

Thank you to the staff for their dedication and tireless effort, our children receive a high quality education which help the Mayrung students go on and do well at high school.

At presentation night, we farewelled the Chaplin, Reynolds, Clancy and Beer families with a small token and memento of our appreciation. All of their children have now moved into secondary school.

Jamain Willis  P & C President

Student representative's message

2009 has been an extremely busy year with many changes occurring in our school.

The school year began with our Intensive Swimming Program. This was followed by our combined school swimming carnival with some of our students moving on to represent our school at the next level. Mayrung students tried their best in the athletics carnival and cross country, with some successfully making it to the district carnival.

Our school has been involved in educational events such as:
Law Week, which was a program run by the Supreme Court where we were given clues every week and had to solve a crime and present evidence.

Scattered Bones, a video conferencing workshop with Paul Stafford, who is a part time palaeontologist and author from the Dead Bones Society. He educated us in the writing of narratives.

The Picasso Cow, where we painted our cow ‘Cowsium’ and we participated in a range of activities based on ‘Healthy Bones and Healthy Teeth’. We were very proud to come second in the competition.

Mr Trickey once again visited our school and conducted a fun writing workshop with us. We were very sad to learn of Mr Trickey’s death.

Another event was the Cuddi Cuddi Aboriginal Program where an Aboriginal Elder shared Dreamtime stories with us through video conferencing.

The Science Twists and Healthy Harold from the Life Education Van also visited our school.

This year Stage 1 students went on an excursion to Echuca, Stage 2 to Ballarat and Bendigo and Stage 3 to Narrabeen.

Our production this year was Plaited Tails. This was about a mixture of fairytales which the whole school enjoyed practising and performing for our families and friends.

The 125 Years of Education celebration was a great success with many past students coming back to visit their old school and see the many changes that have occurred over the years. We performed some songs from our production and we unveiled our mural.

In Term 4 we had five kindergarten students attending our transition program and they thoroughly enjoyed attending school and getting used to our daily routines.

Once again we would like to thank the P & C for all of their ongoing work.

Elizabeth Mullens, Anthony Beer, Scott Clancy and Campbell Barclay (Year 6)

School context

Student information

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

Student enrolment profile

Our total enrolment for 2009 was 26 students with a current enrolment of 28. This consists of 7 girls and 21 boys.

Student attendance profile

In Term 4 we had five kindergarten students attending our transition program and they thoroughly enjoyed attending school and getting used to our daily routines.
Management of non-attendance

School attendance rates are better than the State or Region. Parents are contacted if students are absent. Explanation notes are always provided by parents.

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>INFANTS</td>
<td>K</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>INFANTS</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>INFANTS</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>5</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>6</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

Structure of classes

Home classes were structured into K-2 and 3-6 with stage based literacy and numeracy lessons till 12.30pm Wednesday-Friday in semester 1 and Tuesday-Friday in semester 2.

Staff information

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

During the year Mayrung's much respected Principal Mrs Julie Follett, announced her retirement. Mrs Marg Dixon is also retiring at the end of 2009 after many years of dedicated service to Mayrung Public, to children and to education in this area. We will miss her enthusiasm and expertise particularly in the visual arts area, though the school will have a fantastic mural and a beloved COW to remember her by!

Mrs Adamson started at Mayrung at the beginning of Term 2.

Staff establishment

<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>1.252</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>0.693</td>
</tr>
<tr>
<td>Total</td>
<td>2.436</td>
</tr>
</tbody>
</table>

There are no Aboriginal staff members at Mayrung PS.

A school counsellor visits the school once a term or as required. The School Administration Manager is employed three days a week. A General Assistant is employed 1 day per week and a School Learning Support Officer (SLSO) is employed 6 hours a week.

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>
</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>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>72 574.46</td>
</tr>
<tr>
<td>Global funds</td>
<td>44 376.19</td>
</tr>
<tr>
<td>Tied funds</td>
<td>32 694.01</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>9 137.00</td>
</tr>
<tr>
<td>Interest</td>
<td>3 093.27</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5 975.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>167 849.93</strong></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>15 828.22</td>
</tr>
<tr>
<td>Excursions</td>
<td>7 692.25</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>3 839.59</td>
</tr>
<tr>
<td>Library</td>
<td>1 797.68</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 451.37</td>
</tr>
<tr>
<td>Tied funds</td>
<td>33 649.83</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1 610.96</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>15 088.21</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>5 899.39</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3 186.02</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>9 607.48</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>100 651.00</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>67 198.93</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts

2009 was an exciting year for visual arts at Mayrung Public School.

Students experienced unprecedented success with their art and craft entries at the Deniliquin Show this year winning 19 prizes; a wonderful effort for such a small school.

Our senior students were invited to participate in the "Big Ones Little Ones" Exhibition at Gallery Amichi, Sydney. The theme "Through my Eyes" allowed students to express their ideas and feelings about the world. The artwork of ten students was selected for display in Sydney with an opportunity to eventually be exhibited overseas.

A major project during 2009 was the designing, painting and eventual unveiling of the Mayrung Mural. The primary children contributed design ideas and all children were given the opportunity to paint the mural. The mural depicts the Mayrung community and lifestyle. It now graces the front wall of the demountable building.

Another major visual arts' achievement was the Picasso Cow Project, an initiative of Dairy Australia. Mayrung was successful in being accepted into this program which involved students studying the dairy industry and its benefits to a healthy lifestyle.

Students completed a variety of tasks across a range of curriculum areas. The culmination of this project was the designing and painting of our lifesize fibreglass cow, where all students once again experienced the opportunity to contribute. Our cow now will take pride of place in the school yard.

Mayrung students were fortunate to benefit from the knowledge and expertise of local artist Debbie Wills who assisted with our major art projects in 2009. We greatly appreciate her time, effort and advice throughout the year.

This year’s school performance was titled ‘Plaited Tails’. Held in Term 3, it was based on a humorous concoction of fairytales and classic stories such as Snow White and the Seven Dwarfs, Goldilocks, Red Riding Hood and Robbing Good and his Merry Men. Our cast was enthusiastically, made up of all students K-6 and supported once again by our wonderful parents, grandparents and community members. Students and staff sincerely thank our volunteers who gave their time sewing and painting props this year.
Once again our matinee and evening performances were most eagerly attended by family, friends and invited quests. The students showed how each year they can turn a script into an entertaining and amusing performance.

Mr. Bruce Moore was again willing to accompany the singing and dancing segments on piano and play welcoming music for the audience. The Mayrung school community is most grateful to him for his continued support and talented accompaniment.

**Sport**

Once again, many of our students were recognised for their sporting achievements throughout the year.

We started the year with a fantastic effort from our swimmers. Molly Chaplin (Senior Girl), Simon Barclay (Junior Boy) and Maddison Strong (Junior 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9) Girl were awarded Championship trophies at the Small Schools’ Swimming Carnival.

Emily Willis, Molly Chaplin, Campbell and Simon Barclay, Scott Clancy, Maddison and Rylee Strong were all selected to represent the Small Schools at the District Swimming Carnival in Hay.

Campbell Barclay represented us at the Soccer trials.

Molly Chaplin and Emily Willis represented us at the Netball and Liam represented us at the Cricket trials.

Molly Chaplin, Anthony Beer, Maddison and Rylee Strong qualified to represent us at the District Cross Country event in Deniliquin.

Molly Chaplin was awarded Senior Girl Champion at the Small Schools’ Athletics Carnival.

Molly and Liam Chaplin, Elizabeth Mullens, Anthony Beer, Maddison and Rylee Strong all qualified to represent the Small Schools in a variety of events at the District Athletics Carnival.

**Academic**

Campbell and Simon Barclay both received Distinctions in the 2007 University of New South Wales Science Assessment.

Molly Chaplin, Elizabeth Mullens and Steven Willis were all awarded credits. This is a fantastic achievement and reflects the quality teaching and learning of Science and Technology at Mayrung Public School.

Two students, Campbell and Simon Barclay attended the Regional Spelling Bee at Thurgoona. Both performed very well with Campbell achieving 6th place in Stage 3.

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)
In Year 3 overall Literacy no students were in the lowest 2 bands. There were no students in the top band. Students performed better in writing than the other aspects of Literacy.

**Numeracy – NAPLAN Year 3**

In Year 3 Numeracy there were no students in the lowest 3 bands. Numeracy skills in Year 3 are stronger than Literacy skills.
In Year 5 Literacy students are over-represented in the lowest bands. Reading and Spelling were the strongest aspects of literacy performance.

In Year 5 Numeracy most students were in the top 4 bands. Fractions and decimals is an area for improvement. Space and Geometry is an area of strength.
Progress in literacy

Average progress in reading between Year 3 and Year 5

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 - 2007</td>
<td>171.4</td>
<td>150.1</td>
</tr>
<tr>
<td>2006 - 2008</td>
<td>150.1</td>
<td>120.5</td>
</tr>
<tr>
<td>2007 - 2009</td>
<td>22.1</td>
<td>86.6</td>
</tr>
</tbody>
</table>

All students performed to the best of their ability in the NAPLAN Literacy assessments. Overall the majority of students achieved results comparable to school based assessments.

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.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>75</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>67</td>
</tr>
<tr>
<td>Writing</td>
<td>33</td>
</tr>
<tr>
<td>Spelling</td>
<td>50</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>83</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Aboriginal perspectives are integrated across all curriculum areas. This helps develop positive attitudes and understandings about Aboriginal history, culture and contemporary Aboriginal Australia.

In Term 2 Year 3-6 students participated in the Cuddi Cuddi Aboriginal Program, in which an Aboriginal Elder shared dreamtime stories through video conferencing.

In Term 4 all students participated in a Wamba Wamba Perra Perra Culture Day in Deniliquin. This is an annual event and consists of a flora and fauna study tour of the Island Sanctuary and cultural displays in the town hall.

Research units for teachers and worksheets for students were prepared by the Yarkuwa Indigenous Knowledge Centre to complement the aboriginal units of study K-6 across other areas of the curriculum.

Multicultural education

All staff and students participate in regular whole school cultural awareness activities using both local resources and regional expertise.
The school is particularly fortunate to be able to access the support of a number of community members visiting the school to increase awareness and tolerance of other cultures.

Respect and responsibility

Values education is embedded into all Key Learning Areas, with the emphasis in H.S.I.E.

Mayrung PS promotes respect and responsibility through the role modelling and expectation of manners and the general values of Australian society.

Throughout 2009 our Peer Support program continued to operate. Senior students participated in Peer Support Leaders’ training, held at the school by Mrs Follett. Our peer support leaders are encouraged to be very proactive and take on the extra responsibilities that are expected as leaders of the school. They have developed skills of cooperation, empathy, and communication with both staff and students.

All students have developed a greater understanding of values and their place in the overall harmony of the school environment.

Country Areas Program (CAP)

On Monday 21st and Tuesday 22nd of September the Stage 3 students combined with Conargo, Blighty and Bunnaloo Public Schools in a Technology Camp. It was a CAP funded project.

Students and teachers participated in a two day technology camp to learn how to use a variety of software applications.

The two day camp was held at Moama Public School. The school was very generous and allowed us to use their classrooms to camp in and their technology equipment, combined with some that we took with us.

The scenario was: your home town has been affected by a natural disaster (eg earthquake, cyclone, tornado, bushfire, and flood). The students’ task was to create a narrative in which the main character (Super Hero) saves the day.

The students were divided into cooperative learning groups. Each member of the group had a role and were given role descriptions. These roles were: manager, encourager, computer manager, photographer, recorder, and secretary.

In these groups the students had to prepare and present their narrative using all of the following software programs: Comic Life, Photo Story/Audacity, and Kahootz. The pictures had to tell the story but they could add words, music and sound to their final presentation.

The technology camp was a great success and was only possible due to the CAP funding we received. We hope to be able to organise another one in 2010.

Progress on 2009 targets

Target 1

80% of students achieving stage based outcomes in literacy

This target was achieved.

Our achievements include:

- A successful writing workshop with an author, Mr Trickey.
- Focussed guided reading lessons are conducted in every stage three of four times per week.
- Teachers undertook training in the areas of Literacy on Track, a day looking at a scope and sequence of text types in writing and looking at the effective components of a spelling program.
- Teachers discussed writing samples with a view to better consistency of teacher judgement. They also looked at the Board of Studies site - Assessment and Resource Centre.
- Student work is published in the newsletter which provides a purpose and an audience for writing.
- New resources for modelled reading were purchased including big books and games to support literacy learning.

Target 2

80% of students achieving stage based outcomes in numeracy

Our achievements include:

- All staff participated in professional learning in the area of numeracy.
- More consistent programming and collaboration between all staff, including SLSO to ensure students’ needs are met.
- Count Me In Too strategies have become a regular inclusion in numeracy lessons.
- Teachers have attended professional learning in numeracy at regional Teaching and Learning forums.
- The use of the technology to enhance the teaching of numeracy in the K-6 classrooms.

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 School Culture and the teaching of writing.
Educational and management practice

Background
School culture was the area chosen for evaluation in 2009. The survey used was the SchoolMap survey and 55% of surveys were returned by parents.

Findings and conclusions
Areas of strength identified were that the school encourages students to achieve their best, caters for the learning needs of all students and that new students and families are encouraged to be involved in school activities.

There were no responses to indicate that the school “rarely” did the best for its students and very few comments indicating “sometimes”. Most responses were “almost always” or “usually”.

Surveys from staff, students and parents showed a high satisfaction rate.

Future directions
Discussions will be held with the P & C and staff about these results early in 2010. Future directions will then be formulated.

Curriculum - Writing

Background
The area evaluated for curriculum was writing. NAPLAN results indicated that writing was a strength but this was not always supported by classroom observation and performance.

Findings and conclusions
Nearly all parents strongly agreed that writing is an important subject for their children to learn. Most parents agreed or strongly agreed that they get useful reports about writing, they like to see examples of writing in the newsletter, their children have developed new skills in writing and that the spelling program supports the writing program. Three parents said that they do not understand how writing is taught at Mayrung.

Students agreed that writing is an important subject and they thought their writing skills had improved. A minority stated that they did not enjoy writing.

All teachers strongly agreed that writing is an important subject and that they tell their students the purpose of their writing. They also agreed or strongly agreed that their students’ writing, spelling, handwriting and word processing skills had improved. All teachers also commented that they would appreciate further professional learning in the area of writing in 2010.

Future directions
The school will continue to publish children’s writing in the newsletter. Parents’ opinions will be sought about the possibility of workshops to teach parents how writing is taught and how they can help their children at home.

Visiting authors will be used to motivate and inspire students to improve the quality of their writing.

Staff will be given opportunities to participate in quality professional learning in writing, and to share resources and ideas with each other.

Other evaluations

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Most parents agreed that they are satisfied with the school. The areas of strength identified were in technology, a healthy lifestyle and the school uniform policy. They also agreed that the school is attractive and well resourced.

Three parents disagreed with the statement that fair discipline exists within the school. The other area that was less positive was that students are well behaved and respectful.

All staff strongly agreed that the school welcomes parental involvement and it maintains a focus on literacy and numeracy.

Areas to review are: student welfare and behaviour, school promotion.

Professional learning
All staff attended professional learning provided at Teaching and Learning forums and at various regional courses. The key priority areas were:

- Literacy and Numeracy
- Quality Teaching
- Welfare and Equity
- Information and Communications Technology

School development 2009 – 2011

Targets for 2010

Target 1
85% of students achieving stage based outcomes in literacy
Strategies to achieve this target include:

- K-2 teacher will undertake Best Start training in early Term 1.
- 3-6 students taught in literacy groups to ensure individual needs are met.
- Teachers participate in regular targeted professional learning in literacy, utilising regional consultants.
- Author employed to work with students and teachers to enhance and develop skills.
- Provide information sessions for parents to demonstrate how writing is taught at Mayrung Public School.
- Regular staff meetings and team teaching to ensure consistency in teacher judgement to work.

Our success will be measured by:

- Improved student achievement in literacy as evident in school based assessment.
- Consistent assessment practices and monitoring processes developed.
- All Year 3 and 5 achieving at or above the minimum standard in NAPLAN literacy.

**Target 2**

85% of students achieving stage based outcomes in numeracy

Strategies to achieve this target include:

- K-2 teacher will undertake Best Start and Count Me In Too training.
- 3-6 students taught in numeracy groups to ensure individual needs are met.
- K-2 student will be involved in Count Me In Too activities.
- Teachers participate in regular targeted professional learning in literacy, utilising regional consultants.
- Use of technology to enhance quality of numeracy teaching.

Our success will be measured by:

- Improved student achievement in numeracy as evident in school based assessment.
- Consistent assessment practices and monitoring processes developed.
- All Year 3 and 5 achieving at or above the minimum standard in NAPLAN 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.

Carolyn Howard  Principal (Relieving)
Jenny Adamson  Teacher
Birgit Schultz  SAM
Jamain Willis  P&C President

**School contact information**

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Fax: 03 5882 4326
Email: Mayrung-p.school@det.nsw.edu.au
School Code: 2508

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: http://www.schools.nsw.edu.au/asr

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K-2 Excursion to Echuca

Yr 3 -4 Excursion to Ballarat

Tennis Coaching