2009 Annual School Report
Monteagle Public School

NSW Public Schools – Leading the way
Our school at a glance

Messages

Principal's message
Monteagle Public School is a small rural school of thirty students and is the focal point of the community.

The school places major emphasis on literacy and numeracy programs as well as opportunities to develop and improve social and co-operative skills.

‘To kindle a flame’ is the school’s mission statement and we take pride in delivering a curriculum that nourishes and enriches all students and is guided by this statement.

Monteagle School is a part of the Young Small School’s Learning Community and activities that we participate in as a group are: sporting events; Cherry Jam Extravaganza; excursions

Programs are in place to improve student awareness of environmental issues which includes recycling.

I certify that 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.

Monica Gordon
Principal

P&C message
The Monteagle P & C has had a busy year with the completion of some projects and the initiation of others.

There have been a few successful fundraisers. These being clearing sales, IGA Fun Day and the Monteagle School Spring Fair. The Spring Fair was the main event for the year, with the committee organising it and putting in endless hours. It was a fundraiser, whilst also raising the profile of Monteagle School within the Young community, in an effort to keep school numbers up.

The P & C also cleaned up and fenced a 4 acre block for the children to make into an interactive area, with native trees, vegetable garden, chooks, or what ever their imagination allows.

With the funds raised this year, in conjunction with the school, we have purchased a large Playgym for the kids. This will be erected in 2010.

All the efforts of the parents have allowed for a progressive year, which I congratulate and thank them for, and hope for continued support next year.

Jodie Costello
P&C President

Student representative’s message
As leaders of the Monteagle Public School we try to set a good example to everyone and help the teachers and the students as much as possible.

The school does a lot of extra activities like holding an Easter hat parade, dressing up for book week, holding a fun run and raising money for Diabetes Australia.

We play a lot of sport and encourage the rest of the school to join in too. We go to swimming carnivals, athletics carnivals, soccer gala days and tennis competitions. This year we won the Young Small Schools tennis competition.

We also join in a lot of activities with the Young Small Schools and get to know students from other schools. One of the highlights of the year was going on the Sydney excursion with the other kids from the Young Small Schools.

We enjoyed being leaders of our school for 2009.

Sophie Gorham & Harry Lynch

Year 6 Leadership Team

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
Enrolments were down slightly from 2008 with there still being the trend of more male to female students.
Student attendance profile

Annual attendance rates have consistently been equal to or above the state and regional averages since 2006.

Management of non-attendance

The school follows the Department’s Attendance Policy in requiring all students to attend school every day that the school is open. In cases of non attendance the school will use the services of the Home School Liaison Officer (HSLO).

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>Structure of classes</th>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-6</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-6</td>
<td>5</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-6</td>
<td>6</td>
<td>6</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>K-3</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-3</td>
<td>3</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-3</td>
<td>K</td>
<td>3</td>
<td>17</td>
<td></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.

The school had 2.4 teaching positions allocated in 2009. This included a teaching principal, a classroom teacher and a part-time support teacher.

The teaching staff are supported by a School Administrative Manager, a casual teachers’ aide and a part-time General Assistant.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.0</td>
</tr>
<tr>
<td>Primary Part-time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Total</td>
<td>2.336</td>
</tr>
</tbody>
</table>

Teacher qualifications

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

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<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>50</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50</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>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>89,620.90</td>
</tr>
<tr>
<td>Global funds</td>
<td>48,902.05</td>
</tr>
<tr>
<td>Tied funds</td>
<td>53,497.05</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>22,888.66</td>
</tr>
<tr>
<td>Interest</td>
<td>2,366.25</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>921.80</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>218,196.95</strong></td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 11,458.28  |
| Excursions                | 19,887.27  |
| Extracurricular dissections| 7,885.81  |
| Library                   | 1,625.27   |
| Training & development    | 8,138.63   |
| Tied funds                | 93,784.03  |
| Casual relief teachers    | 2,714.92   |
| Administration & office   | 22,718.44  |
| School-operated canteen   | 0.00       |
| Utilities                 | 8,089.24   |
| Maintenance               | 5,165.31   |
| Trust accounts            | 930.80     |
| Capital programs          | 0.00       |
| **Total expenditure**     | **182,398.00** |
| **Balance carried forward**| **35,798.95** |

A full copy of the school's 2009 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 2009

Achievements

Arts

In 2009, Monteagle continued its tradition of providing students with great opportunities in creative arts.

In Term 2, 2009, Monteagle Public School participated in the Cherry Jam Concert. Monteagle, as part of the Young Small Schools group, performed two choir and three Marimba songs. The Young Small School Choir was led by Monteagle’s Mr Barnes. The Young Small School Choir also performed at the Wagga Marketplace as part of education week. Monteagle school choir and marimba group also competed at the Cowra Eisteddfod, receiving first place in small schools choir section. Our Marimba group received second place at this Eisteddfod.

This year has seen Monteagle adopt the “Music Express” Program. This program is a systematic sequence of lessons designed for students to achieve and explore a wide range of music concepts. Term 4 has seen the students design a CD cover and record and produce a CD with songs learnt and created by the students throughout the year. All music lessons this year have had a strong focus on performance techniques and the writing of original music.

For Terms 3 and 4, we have had the opportunity to receive a one hour and forty minute music lesson focussing on percussion, singing and drumming from the Young School of Music. These lessons were divided into thirty minutes each for K-2, 3-4 and 5-6. This program has been a great opportunity for our students.

Sport

Students continued to explore and excel at sporting options provided for them, throughout the school’s learning program.

This year the Young Small School’s Swimming Carnival was held on a very cold day in Term 1. Monteagle came 2nd overall in the carnival.

Sophie Gorham was 12yrs girl champion, Tristan Langfield was 11yrs boy champion and Jacob Gorham was junior boy champion.

Jazmine, Jacob, Tristan and Sophie were selected to represent the Young Small Schools at the District Carnival.

This year Monteagle School hosted the Young Small School's Athletics Carnival which was held in Term 1. Harry Lynch was senior boy champion and open boy 800m champion, Ben Hegyi was
runner up 11yr boys and Maddie Page was runner up 11 yr girl.

Tara, Sophie, Jacob, Ben, Victoria, Harry, Darcy and Maddie went on to the district athletics carnival.

We participated in the Golden Circle Fun Run earlier this year where the students raised $386.80. This will go towards purchase of our soccer nets.

The Phillips Shield was held during education week. Bailey McGuire was junior boy champion, Tara Costello was junior girl champion and Harry Lynch was senior boy champion and won the award for the most points scorer.

Monteagle School also won: Wirrimah and Bragg Cups for ballgames Madden Cup and the Harry Little Cup for the best aggregate boy score.

We once again entered the small schools soccer knockout competition. It was held as a gala day with the students playing three matches in Forbes. Under the coaching of Richard Page our students won two out of three matches but unfortunately did not progress to the next level.

The Brown Thackeray athletics carnival was held this year at Maimuru school. Maddie Page was presented with the Court Cup which is the girl's 100m champion; Harry Lynch received the Cohen Trophy for the boys open cross country; Bailey McGuire won the junior boys shot put and the parents won the ballgames.

The students have continued to develop strong skills in tennis. The students have regular specialised lessons with Col Maher, tennis coach.

The school entered two teams in the Young Small School's Tennis Competition. Team A consisted of: Harry Lynch, Lizzie Herzich, Ben Hegyi and Samantha Kuhn and Team B was Sean O'Hara, Joel Costello, Tiffany Sell and Darcy Page. Both teams played very well with Team A winning the competition.

The school also participated in the intensive swimming program at the end of the year that improved the skill development of all students.

The Monteagle Soccer team for 2009

Other

Assembly:

Assemblies were held on a regular basis with students enjoying showcasing their work to parents and other family members. Songs are often sung and marimba pieces performed and it is a great forum for students to practise their public speaking skills as well as be publically acknowledged for good work, sportsmanship and citizenship through the distribution of awards.

Sydney Excursion:

Year 4-6 students attended a week long excursion to Sydney. Students stayed at Darling Harbour and visited places such as: the Airport Tarmac Tour; the Rocks Museum; the ANZ Stadium; the Observatory; Taronga Zoo; Hyde Park Barracks; Powerhouse Museum and the Maritime Museum.

This excursion enriched the implementation of the HSIE syllabus and developed independence, cooperation and socialisation skills of the children.

Students on the Olympic Dais at the ANZ Stadium.
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)

Small schools or small student cohorts:

The reporting of information must be consistent with privacy and personal information policies. It is recommended that the determination of appropriate reporting strategies for small schools or small student cohorts is made following consultation between the Principal and the School Education Director (SED). The professional judgements of both the Principal and the SED are valued as they are applied to the unique nature of the school and its community. Summary statistics or graphical representation of student performance must not be used for cohorts of less than 10 students in the course or subject. Where there are fewer than 10 students, schools will report in the narrative form and ensure that due consideration is given to privacy and personal information policies.

Progress in literacy

The graph shows that student progress from Year 3 and Year 5 have improved over 120% from 2006 – 2009 in reading.

Progress in numeracy

The graph shows that student progress from Year 3 and Year 5 have improved over 65% from 2006 – 2009 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.

Percentage of Year 3 students achieving at and above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>88</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>75</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

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

Percentage of Year 5 students achieving at and above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83</td>
</tr>
<tr>
<td>Writing</td>
<td>67</td>
</tr>
<tr>
<td>Spelling</td>
<td>67</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>67</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
Significant programs and initiatives

Aboriginal education
School plans, programs and practices integrate strategies that progress the goals of the Aboriginal Education Policy. Studies of contemporary and traditional Aboriginal society and culture have been a focus of our visual arts, human society and its environment and English curricula.

Multicultural education
Monteagle School currently has not got any enrolments of students from non English speaking backgrounds (NESB).

Through the curriculum area of Human Society and its Environment (HSIE) students are given programs which expose them to, and help them learn and understand the multicultural perspective of Australia and the implications with this on a global basis.

Respect and responsibility
Respect and responsibility underpins everything that occurs at Monteagle School. The Year 6 students, as the leaders of the school, are the role models for the rest of the students. They ensure fairness in the playground occurs at all times and that games can be inclusive for all students.

Year 6 is also responsible for greeting visitors to the school and all Year 6 students rotate the running of assemblies throughout the year.

Students also participated in community activities such as marching in the Anzac Day town procession and being involved in ‘Clean up Australia Day’.

Fundraising for causes such as Diabetes Australia and the Melbourne bushfire appeal was also undertaken.

Other programs
Country Areas Program (CAP)
The school continues to be a part of this extremely valuable and vital program which strives to improve the learning outcomes for students in geographically isolated schools.

In 2009 the school was involved in two network initiatives. The first initiative was the formalising of the Young Small School’s Learning Community (YSSLC). With the help of Michael King, (Quality Teaching Australia), we were able to set our purpose and vision and develop a systems map that enables us to plan strategically as a group. This in turn will provide a systematic approach where we can share resources and expertise to deliver quality teaching and learning programs.

The second network initiative is the ‘iSkool Rocks’ program. The school received six ‘iPod touch’ and use them in the classroom for instant internet access as well as using the applications to enhance teaching and learning programs putting us in the forefront of cutting edge technology.

School CAP programs included running a gymnastics program with an outside provider, enabling our students to achieve some PDHPE outcomes as well as giving them an experience that they would otherwise not receive.

The primary class enjoying the gymnastic program.

Literacy and Numeracy support was also given to Stage 2 & 3 students with a focus on reading comprehension and the number strand. Students were also able to develop their ICT skills through the utilisation of connected learning strategies such as the purchase of ‘Mathletics’.

Students were supported through CAP funding to attend the Young Leaders Day and other sporting and cultural events as well as continuing their ICT skills through the development of digital portfolios.

Student Leadership:
Year six students travelled to Sydney earlier this year to participate in the Young Leaders Day. Students heard Mark Baretta, Natalie Cook, Bridie Carter and James Roy talk about leadership. In particular who and what has inspired them to achieve what they have achieved and tips on how to achieve your goals. Sophie, Tiffany, Sam, Lizzie, Ben and Harry enjoyed the day and have taken away their own messages about what makes a good leader.

Students in Year five and Year six were part of the Premiers Sporting Challenge “Learn to Lead’ program which incorporates students from Year five to Year eight from the Young Small Schools and Young High School. The program is
progressive and teaches students the skills to help organise and run sporting games either at their own or neighbouring schools or for the community. The day was held at Monteagle School and was enjoyed by all students who attended.

Ben Hegyi showing his style at lacrosse during the Learn to Lead program

Environmental Education for Sustainability:
This Year the school began a focus on environmental education. A School Environmental Management Plan (SEMP) was written to formalise the direction the school will take in this area.

Plans were developed for use of a block of school land where native trees and grasses will be planted, herb and vegetable gardens were researched and will be built and ready to use in 2010 and ideas for an Aboriginal learnscape area to also be developed.

A grant was received from Coles Junior Landcare where native trees were purchased. Conservation Volunteers were organised to plant the trees and the project is slowly evolving. Students will be involved in all stages throughout the program.

The school community is also involved in recycling were aluminium products are collected at the school and sold with proceeds going to the P&C. The ‘ring – pull’ tops of cans are also collected and sent away. These tops are melted down and used in the treatment of childhood cancer. Each ‘ring-pull’ is equivalent to 2 minutes radiation treatment.

Students were also involved in a waterwatch program this year where they were shown how to measure the temperature, Ph balance and the turbidity of water taken from a nearby waterway. The school was also given a ‘dynamite’ magnifying glass where students studied creatures living in the water. This then culminated in a visit to the Riverina Environmental Education Centre (REEC) and Lake Cowal Environmental Education Centre where students were involved in further experiences of water analysis and identification of water bugs. creatures.

Progress on 2009 targets

Target 1

90% students achieve stage based outcomes in reading comprehension

Our achievements include:

- quality teaching strategies incorporated in classroom programs including implementing the accelerated literacy program
- running records and Torch tests show consistent improvement in the ability to read with accuracy and increased reading fluency and comprehension levels
- classroom programs build background knowledge and incorporate deep knowledge and understanding of how authors write in a supportive learning environment.

Reading comprehension is still a concern and will become a target again for 2010.
Target 2

90% students achieve stage based outcomes in the number strand

Our achievements include:
- implementation of modified programs to tailor individual needs
- classroom programs focus on a range of strategies and games including Count Me In strategies and computer software to promote diversity and practice in mathematical skills across all strands
- Best Start data used to inform individual needs in infants class.

Target 3

All students will accept and show at least one form of leadership throughout the year

Our achievements include
- Student Representative Council (SRC) met on a regular basis throughout the year.
- all students took on some form of leadership role throughout the year.
- Year 5 and Year 6 students involved in the Premier’s Sporting Challenge – Learn to Lead program

Future directions
- Utilise the P&C and school newsletter to ensure parents understand they can make an appointment to discuss their child’s learning at any time.
- The school will continue to find ways to improve what it does which includes catering for the learning needs of all students
- Survey parents as to what changes they feel the school should make towards improvement and what needs they feel are not being met for their child

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 Management and English.

Educational and management practice

School Management

Background

Parents, students and teachers were surveyed in November 2009 to find out what their views were on the management of the school. 53% of parental surveys were returned.

Findings and conclusions
- 100% of parents believe that teachers care about the students and the discipline is fair.
- the majority of parents, teachers and students believe that teachers undertake extra training to improve their classroom teaching and that staff at the school are valued and supported.
- 50% of parents believed that the school only sometimes made major changes to improve what it does
- 50% of parents and 48% of students believe that only sometimes or rarely are the students’ needs met.

English

Findings and conclusions
- all parents agreed that English was an important subject for their child and that they were confident in assisting their child at home.
- of the parents surveyed 40% believe that their child is not learning new skills in reading, 10% believe that their child is not learning new skills in writing and 30% believe that they are not learning new skills in spelling.
- 53% of students do not enjoy the Accelerated Literacy sessions
- 90% of parents stated that they didn’t want training for home reading or to be a parent helper.

Future directions
- review the teaching of Accelerated literacy within the school
- provide extra support for students in the literacy area
- continue to inform parents of their child’s progress in all aspects of literacy
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.
- The school has a caring environment and students are proud of it
- Parents are given the opportunity to be involved in educational activities
- Teachers are committed and enthusiastic in their approach to teaching
- The students are the school’s main concern

Professional learning
Teaching staff undertook professional learning opportunities in many areas. Staff development days included CPR update, a workshop on the brain presented by John Joseph, technology and literacy workshops as well as the mandatory departmental training of child protection, code of conduct, and occupational health and safety (OH&S) updates.

Staff meetings involved analysing NAPLAN results, video conferencing and reporting on professional learning workshops attended.

Staff also attended the following external workshops: Best Start, Accelerated Literacy, Supervising Early Career Teachers, New Teacher Inductions, technology conference, sustainable schools, Jolly Phonics and Principal’s Conference.

Support staff also attended professional learning activities through their small school network and department provided courses.

School development 2009 – 2011
Monteagle Public School strives to ensure that all students, regardless of ability, have the opportunity to reach their personal best. It seeks to ensure all students understand that they are creating and being responsible for their futures. Our curriculum provides relevant, up-to-date courses with an emphasis on literacy, numeracy and technology.

Parents are welcome to peruse our school strategic directions and subsequent plan as it is presented to the P&C.

Targets for 2010
Our school has set the following targets for the 2010 school year.

Target 1
90% of students achieve stage based outcomes in reading comprehension & spelling

Strategies to achieve this target include:
- continued development of Accelerated Literacy Program with an emphasis on spelling and reading comprehension
- staff development in Consistent Teacher Judgement with small school network
- analysis of NAPLAN reading results and students’ work against syllabus outcomes
- use Best Start analysis to inform individual student learning needs to kindergarten and Year 1

Our success will be measured by:
- teachers providing individual feedback using consistent teacher judgement and rubrics.
- staff using accelerated literacy strategies to explicitly teach comprehension and spelling
- improved comprehension skills at both literal and inferential level
- evidence of intellectual quality embedded in teaching and learning programs
- running records and testing show consistent improvement in the ability to read with accuracy and increased reading fluency and comprehension levels

Target 2
90% of students achieve stage based outcomes in the space strand – particularly 3D

Strategies to achieve this target include:
- use Best Start analysis to inform individual student learning needs to kindergarten and Year 1
- target support for individual learning needs determined for by analysis of NAPLAN numeracy and school based data
- use of Quality Teaching Framework to ensure intellectual quality is evident in all lessons
- use of the ‘mathletics’ program to engage and enhance student learning
• work with staff to ensure consistency in teacher judgement of work samples to measure achievement.
• clearly linking mathematic tasks to real life situations
• emphasise learning in the strands of space and working mathematically.

Our success will be measured by:
• teachers providing feedback using consistent teacher judgement.
• data showing improved student achievement in numeracy – particularly the space and geometry strand.
• targeted students showing growth in numeracy.
• 90% of students reaching stage outcomes as identified in the syllabus and/or individual learning programs
• Best Start analysis evident in Kindergarten and Year 1 programs

Target 3
All students will expand leadership roles taken on in 2009

Strategies to achieve this target include:

• establish a Student Leadership team and determine its roles and responsibilities
• continue with the Student Representative Council (SRC) consisting of Student Leadership team and one representative from each year level
• SRC determines leadership activities and opportunities
• Teaching and learning programs, as well as classroom practices, reflect all students taking on leadership roles at different times and in different capacities
• school holds a ‘Leadership Day’ where students devise rotational activities and different year levels lead the activities
• Year 6 attend the Impact Student Leadership Conference in Canberra
• Year 5 & 6 students will be involved in the Premier’s Sporting Challenge – Learn to Lead program

Our success will be measured by:
• students taking on leadership roles throughout the year in varying forms
• feedback from students, parents and teachers indicate satisfaction with leadership activities throughout the year
• Year 5 & 6 students participating in the Premier’s Sporting Challenge – Learn to Lead program

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.

Jodie Costello P&C President
Kim Cormack School Administration Manager
Andrew Barnes Classroom Teacher
Monica Gordon Principal

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School Code: 2599

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: