Principal's message

Monteagle Public School is situated 14 kilometres from the township of Young. The school predominantly draws its clientele from the Young town ship with only a few families living in the village of Monteagle or nearby. The school has 18 families and a current enrollment of 25 students for the 2013 school year.

This year the structure of the school consists of two multistage classes. The first class is a kindergarten – Year 1 class and the second class is a Year 2-6 class. The school is classified as a PP5 with one full time teaching Principal, one full time class teacher, one part time teacher and a school administrative manager (SAM.)

The community is very supportive of the school and are proud of the school's achievements.

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.

Monica Gordon - Principal

P & C and message

The dedication and commitment of the members of the P&C is unparalleled. Each month the members of the committee meet and go through the schools wants and needs and discuss how best to achieve those ends. Without this group of people, the school would not operate to anywhere near its current status nor be able to offer the students the level of schooling and access to teaching aids that Monteagle School currently has.

Some of the things that we have done this year include subsidising our primary student’s yearly school excursion, our pie and lamington drive, IGA fun day cake stall and our working bee to fix and finish the outdoor classroom. This is not to mention the multitude of incidental issues that are discussed, voted and acted upon during our monthly meetings.

I consider myself a lucky President. It's very easy to look and seem competent when you have such a talented and dedicated team around you. Thank you to all those people involved in running the school and making Monteagle the beacon that it is.

Keith Doldissen P&C President

Student representative’s message

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

We do many different activities at Monteagle which most students participate in and try their best at everything they do. Some of the activities are Mufti Day, Crazy Hair Day and Harmony Day where we raised money for different charities. We also have book fair, participate in the Lambing Flat Festival, tennis competitions and sports carnivals.

The highlight of the year for primary students was when we went to Sydney with students from the other Young Small Schools for a week long excursion. Some of the different activities were: going to the Taronga Zoo to look at different animals, Hyde Park Barracks to see in the eyes of a convict from the First Fleet, Power House Museum to learn about electricity and the Sydney Tower Eye which is 306m tall.
Participating in Cherry Jam was also a great experience for all the schools in Young to get together for Education Week to put on an extravaganza of dance, singing, drama and music.

The highlight for the infant’s class was a full day excursion to the Canberra Zoo to see all the different animals that they were studying in class.

We enjoyed every minute of being the School Leadership Team for 2013.

Liam Gibbins, Raelene Long, Victoria Hegyi and Chesney Bailey.

2013 Leadership Team

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

Enrolments for 2013 have decreased from last year. We had several families move to other towns as well as a few students move to schools in town.

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).

Workforce 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 2.5 teaching positions allocated in 2013. This included a teaching
principal, a classroom teacher and a part-time support teacher.

The teaching staff is supported by a School Administrative Manager, a casual School Learning Support Officer and a part-time General Assistant.

**Workforce composition**

<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>Primary Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Priority School Funding</td>
<td>0.1</td>
</tr>
<tr>
<td>Learning and Support - Primary</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>0.696</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.332</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

The school does not have any Aboriginal staff members.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>50%</td>
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<tr>
<td>Postgraduate</td>
<td>50%</td>
</tr>
<tr>
<td>NSW Institute of Teachers</td>
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</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>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>35723.53</td>
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<tr>
<td>Global funds</td>
<td>59855.26</td>
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<tr>
<td>Tied funds</td>
<td>61325.59</td>
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<tr>
<td>School &amp; community sources</td>
<td>28338.60</td>
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<tr>
<td>Interest</td>
<td>1598.19</td>
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<tr>
<td>Trust receipts</td>
<td>2421.70</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>189262.87</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>6711.17</td>
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<tr>
<td>Excursions</td>
<td>21507.64</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
<td>779.98</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
<td>2403.70</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>136419.87</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>52843.00</td>
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</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the Parents and Citizens(P&C.) Further details concerning the statement can be obtained by contacting the school.

**School performance 2013**

**Achievements**

**Arts**

In 2013 Monteagle Public School continued its tradition of providing students with great opportunities in creative and performing arts.

This year saw our second performance in the Lambing Flat Festival which is held in Young each year and celebrates Young’s rich heritage with gold. The theme was ‘Bushmaners.’ The whole school attended on a Saturday morning and sang the song, ‘Ned Kelly was a Gentleman’.
Students entered the Cowra Eisteddfod in 2013. With a junior and senior marimba group and a whole school choir, students were busy practicing for these events. Our students received an impressive first place in the Junior Marimbas.

In Term 3, Monteagle participated in the Cherry Jam Concert. Monteagle, as part of the Young Small Schools group, performed two choir and 4 Marimba songs. They were helped by Mr Mark Corkery from The Young Regional School of Music (YRSM.)

The students also performed on the marimbas at the IGA Fun Day.

For 2013 we once again had the opportunity to receive music lessons at the school from the Young Regional School of Music. This program has been a great opportunity for our students and focuses on drumming, singing, percussion and ukuleles.

Monteagle School is now in its fifth year of the Premier Sporting Challenge ‘Leadership Program’. This program is held at Monteagle School each year and involves students from years 5, 6, 7, and 8 coming together and learning sporting leadership skills that will enable them to run sports sessions for younger children at their school as well as running teams from the local town sporting competitions. Students are drawn from all the Young Small Schools as well as Young High School. Students from Years 9 and 10 from Young High School ran the entire day.

In 2013 the YSS Cross Country was held at Bribbaree Public School. Of the students who competed Michelle Cram and Victoria Hegyi then went on to represent the YSS at the District Carnival.

The YSS Athletics Carnival was held in Term 2 with all students participating. Victoria Hegyi, Raelene Long and John Watts went on to compete at the District Carnival.

Students also participated in the Arabin Cup - a t-ball carnival held at Binalong and the Brown Thackeray which is an athletics carnival held at Wombat.

The school continued to have the expertise tennis coaching of Col Maher. Col came to the school each week to teach all students how to play tennis. His time and effort is much appreciated and students enjoyed this regular coaching session.

The YSS Tennis Competition is held in term four. For the past few years Monteagle has won this competition but unfortunately this year we had to hand it over to Maimuru Public School.

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

Sport

Students are given a wide range of sporting experiences throughout the year.

The year begins with the Young Small School's (YSS) swimming carnival where everyone enjoyed participating in water activities in the hot weather. Charlotte Doldissen and Victoria Hegyi then went on to represent the Young Small Schools at the district carnival.
Other Assemblies:

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 and drum pieces performed and it is a great forum for students to practice their public speaking skills as well as be publicly acknowledged for good work, sportsmanship and citizenship through the distribution of awards.

Young Small Schools Sydney Excursion:

Year 3-6 students attended a week long excursion to Sydney. Students stayed at City Central Youth Hostel and visited places such as: the Sydney Tower Eye; the Rocks Walking Tour; the ANZ Stadium; the Observatory; Taronga Zoo; Hyde Park Barracks; Powerhouse Museum, Sydney Aquarium and the Maritime Museum.

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

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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)

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](http://www.myschool.edu.au) and enter the school name in the Find a school and select go to access the school data.

NAPLAN – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

There are too few students to report on this cohort in a graphical form but school
growth from year 3 to year 5 is above that of State growth in reading, writing and grammar.

**NAPLAN Year 5 - Numeracy**

There are too few students to report on this cohort in a graphical form but school growth from year 3 to year 5 is below that of State growth in numeracy.

**Significant programs and initiatives**

**Aboriginal education**

Our school continues to provide an awareness of Aboriginal culture, history and contemporary Aboriginal Australia. In implementing the Aboriginal Education Policy, all our children study aboriginal history, culture and current aboriginal Australia in Human Society and its Environment (HSIE) and English learning programs, incorporating aboriginal studies perspectives in all learning areas. As a mark of respect, acknowledgement and understanding, students and teachers use the protocols for DEC Welcome to Country that acknowledges the traditional owners of the land.

**Multicultural education**

Through the curriculum area of Human Society and its Environment (HSIE) and Personal Development, students are given programs which expose them to, and help them learn and understand the multicultural perspective of Australia and the implications of this on a global basis. Students participated in Harmony Day which included activities that reflect tolerance and understanding of different nationalities.

**Transitional Equity Funding**

The school was in receipt of Transitional Equity Funding in 2013. The money was used to employ a teacher an extra day a week to enable the school to have three literacy and numeracy groups throughout the week which provided a more individualised program. Funds also enabled the school to purchase computer programs to enhance teaching, learning and engagement of students in the classroom. The school was also able to contribute towards the costing of buses for excursions and the 'Learn to Swim' program.

**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:

- analysing both internal and external school data
- surveying parents, students and teachers
School planning 2012—2014: progress in 2013

School priority 1
Literacy
Outcomes from 2012-2014
- Increased levels of literacy achievement for every student.
Evidence of progress towards outcomes in 2013:
- school based data shows that 80% of students achieved stage based outcomes in literacy
- data shows that 100% of Year 3 students achieved Band 3 or above in the persuasive writing aspect of NAPLAN
- data shows that 100% of Year 5 students achieved Band 5 or above in the persuasive writing and grammar and punctuation aspect of NAPLAN
- school based data shows that 80% of all students moved at least one level along the reading continuum
Strategies to achieve these outcomes in 2014
- Continue with Accelerated Literacy throughout the school with the incorporation of the Super Six strategies
- Apply How2Learn strategies to teaching programs
- Best Start and NAPLAN data analysis along with internal assessment used to shape teaching and learning programs
- continue plotting students on the literacy continuum and track their progress on PLAN
- continue with Individual Learning Plans (ILP) for all students

School priority 2
Numeracy
Outcomes from 2012-2014
- Increased levels of numeracy achievement for all students
- Improve teacher knowledge of the teaching of numeracy
Evidence of progress towards outcomes in 2013:
- School data shows that 80% of all students have moved along one level of the Early Learning Continuum (Infants) or the Place Value Continuum (Primary)
- data shows that 100% of Year 3 students achieved Band 3 or above in NAPLAN
- school based data shows that 80% of students achieved stage based outcomes in numeracy
Strategies to achieve these outcomes in 2014:
- staff apply How2Learn strategies to their teaching programs
- Best Start and NAPLAN data analysis along with internal assessment used to shape teaching and learning programs
- continue plotting students on the continuums and track achievement
- continue with ILP’s for all students
- continue with Newman’s Error analysis to develop student thinking
- provide professional learning to staff in the implementation of the new curriculum

School priority 3
Technology

- Implement the new New South Wales English syllabus
Outcomes from 2012–2014

- All staff and students improving their understanding of connective learning technologies and web 2 tools in their daily classroom environment
- Increased quality teaching and learning practices within an enhanced digital teaching and learning environment
- All staff confident in the use and delivery of connected classroom tools
- Students will have the skills, knowledge and understandings to utilise technology to support their learning
- Students will develop an awareness of the ethical use of technology in everyday life.

Evidence of progress towards outcomes in 2013:

- Primary students are competent in at least three web 2 tools
- 90% of staff plan and implement ICT into all key learning areas (KLA’s)
- Primary students have had cyber bullying lessons and lessons on the correct use of using technologies

Strategies to achieve these outcomes in 2014:

- Staff apply How2Learn strategies to their teaching programs
- Continue with cybersafety lesson and what constitutes a good digital citizen
- Teachers and students trained in the use of and using several Web 2.0 tools in their teaching and learning programs
- All KLA programs are inclusive of integrated software

School priority 4

Wellbeing

Outcome for 2012–2014

- Students are well supported engaged and have opportunities to achieve all appropriate outcomes.
- Every student engages appropriate curricular
- Prosocial school programs build resilience in all students
- Teaching practices respond to the diverse needs of each student
- All school team practices reflect systematic and planned approaches to meet the needs of all students

Evidence of progress towards outcomes in 2013:

- Students have an ILP which reflects their learning needs in all KLA’s
- Students surveyed to reflect safe and unsafe areas of the school, playground and bus travel
- Students and parents understand the school discipline, welfare and anti-bullying policy

Strategies to achieve these outcomes in 2014

- Teach social programs throughout the school that develop resilience in students
- Staff apply How2Learn strategies in their teaching especially the resilience component
- Continue progress through the Fundamental Movement Skills for all students

* It must be noted here that a major component of Priority 4 – wellbeing was to introduce the ‘Kidsmatters’ program to the students. Due to circumstances this did not eventuate*
Professional learning

All teaching staff undertook professional learning in many areas. Staff Development days included CPR update, anaphalaxis training, Australian Curriculum as well as the mandatory departmental training of child protection, code of conduct and work, health and safety updates.

Staff meetings involved analyzing SMART data, reporting on professional learning workshops attended as well as video conferences.

Other professional learning that staff experienced throughout the year included: How2Learn, online dyslexic and challenging behaviours course, network meetings, Teaching and Learning Conference, Premier Sporting Challenge Managers meeting, arco training, essential training and Principal's Conferences.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- 100% of parents believe that the school is tolerant and accepting of all students
- 100% of students stated that teachers find new ways to help them understand
- 100% of parents believe that the school is connected to its community and welcomes parental involvement
- 100% of students try to do their best and take pride in their learning

Program evaluations

Curriculum

Creative and Practical Arts

Background

Parents and students were surveyed in December 2013 to find out what their views were on Creative and Practical Arts (CAPA). 35% of parental surveys were returned.

Findings and conclusions

- 100% of parents believe that creative arts is an important key learning area
- 100% of students like performing at concerts and eisteddfods
- 17% of parents feel that they don’t have an understanding of the creative arts syllabus and that they are not regularly informed about their child’s progress
- 83% of parents believe the school provides a variety of extra-curricular arts experiences
- 100% of students enjoy group music lessons provided by teachers from Young Regional School of Music (YRSM.)

Future directions

- Hold a parent information session outlining the components of CAPA
- Inform parents via reports twice yearly and informally throughout the year as to their child’s progress in CAPA
- Continue with YRSM providing group lessons at the school.

Educational and Management Practice

School Leadership

Background

Parents and students were surveyed in December 2013 to find out what their
views were on school leadership. 35% of parental surveys were returned.

Findings and conclusions

- 100% of parents agree that the Principal and teachers value the contributions of individuals and groups.
- 100% of parents and 86% of students believe that the principal, teachers and parents are always looking for ways to improve what the school does.
- 100% of parents and 72% of students believe that the school makes sure everyone at the school is treated fairly through negotiation and behavior levels.
- 77% of students believe that staff, parents and students are encouraged to take leadership roles at the school.

Future directions

- continue to foster close links with families in the school community to support students’ personal, social and learning needs
- continue to evaluate the school’s programs to ensure that it is responding to the needs of the school community
- further refine procedures for managing student behaviour for continued improvement
- surveys need to be altered to ensure ease of understanding by all families so that a greater number of families can contribute.

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.

Keith Doldissen  P&C President
Victoria Hegyi  School Leadership Team
Raelene Long  School Leadership Team
Naomi Yu  Teacher
Kim Cormack  School Administrative Manager
Monica Gordon  Principal

School contact information
Monteagle Public School
Murringo St Monteagle 2594
Ph: 63836207
Fax: 63836286
Email: monteagle-p.school@det.nsw.edu.au
Web: www.monteagle-p.schools.nsw.edu.au
School Code: 2599

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: