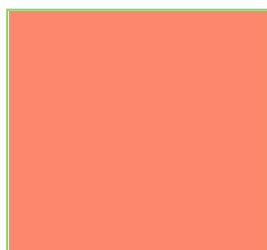


2010 Annual School Report Monteagle Public School

NSW Public Schools – Leading the way



Messages

Principal's message

Monteagle Public School is a small rural school of twenty - eight 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; Young Small Schools concert and excursions.

Programs are in place to improve student awareness of environmental issues which includes recycling and the establishment of our vegetable and herb gardens.

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 message

The Monteagle P & C has had a busy year with several projects to benefit our children.

These have included a cake stall on the very wet IGA Fun Day, a major fundraising raffle and the installation of our fabulous play equipment. In addition to this we also funded the role of a School Learning Support Officer which enabled individual students to have further support in literacy and numeracy.

Another activity our children have participated in is the construction of African drums. This innovative project was initiated and is being carried out by one of our parents, Keith Doldissen, and we can't wait to see and hear the final product next year which will certainly compliment the marimbas.

The P & C also embarked on a major advertising campaign to raise awareness of our school and in turn attract more students. This was done through advertising such as signage on our bus, features, regular articles and advertisements in the local paper, a display about our school at the local IGA supermarket and several open days during Term 4. This certainly has proven successful with four new enrolments throughout the year and nine kindergarten students to attend in 2011. These new families have enabled our school to retain the two teachers which the P&C believes will only benefit our children's future education.

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

We do many different activities at Monteagle which all students participate in and try their best at everything that they do. Some of the activities are Harmony Day, Mufti Days where we raise money for different charities, Crazy Hair Day, Teddy Bears Picnic, Soccer Gala Day, Book Fair, Tennis competitions and sports carnivals.

The highlight of the year was when years three to six went on the Ballarat excursion. Some of the different activities were: panning for gold at Sovereign Hill; watching 'Blood on the Southern Cross'; visiting gold mines; sightseeing at Bendigo, Beechworth and Glenrowan as well as getting to know the other students from the Young Small Schools.

We enjoyed every minute of being school captains in 2010.

Maddie Page and Sean O'Hara



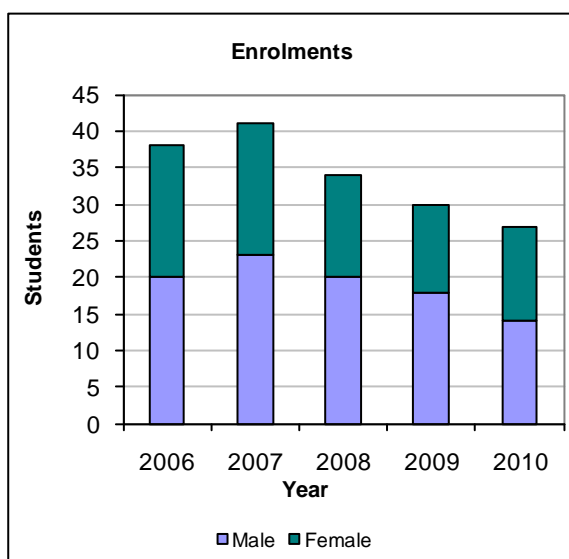
School context

Student information

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

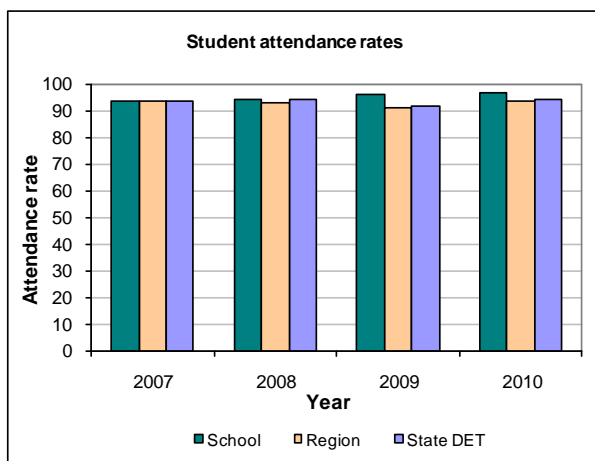
Student enrolment profile

Enrolments have continued to decline over the last few years which can be partially attributed to the drought. There is an even balance between male and female students.



Student attendance profile

Attendance rates continue to be above that of the Region and State.



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 2010 class size audit conducted on Wednesday 17 March 2010.

Structure of classes

| Roll Class | Year | Total per Year | Total in Class |
|------------|------|----------------|----------------|
| 3-6 | 3 | 1 | 14 |
| 3-6 | 4 | 6 | 14 |
| 3-6 | 5 | 1 | 14 |
| 3-6 | 6 | 6 | 14 |
| K-2 | K | 5 | 12 |
| K-2 | 1 | 3 | 12 |
| K-2 | 2 | 4 | 12 |

Staff information

The school has the same number of staff in 2010 as in 2009

The school had 2.3 teaching positions allocated in 2010. 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 School Learning Support Officer and a part-time General Assistant.

Staff establishment

| Position | Number |
|---------------------------|--------|
| Principal | 1.0 |
| Classroom Teachers | 1.0 |
| Teacher Librarian | 0.084 |
| Primary Part-time Teacher | 0.168 |
| Primary Teacher RFF | 0.084 |
| Total | 2.336 |

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The school has no Indigenous staff members.

Teacher qualifications

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

| Qualifications | % of staff |
|-------------------|------------|
| Degree or Diploma | 50 |
| Postgraduate | 50 |

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

| | |
|--------------------------------|------------------------|
| Date of financial summary: | 30/11/2010 |
| Income | \$ |
| Balance brought forward | 35798.95 |
| Global funds | 54573.86 |
| Tied funds | 95424.34 |
| School & community sources | 9801.08 |
| Interest | 2127.99 |
| Trust receipts | 996.95 |
| Canteen | 0.00 |
| Total income | <u>198723.17</u> |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 8819.79 |
| Excursions | 4436.34 |
| Extracurricular dissections | 2338.85 |
| Library | 1308.36 |
| Training & development | 4948.09 |
| Tied funds | 58812.52 |
| Casual relief teachers | 2831.04 |
| Administration & office | 29870.26 |
| School-operated canteen | 0.00 |
| Utilities | 9412.14 |
| Maintenance | 7691.13 |
| Trust accounts | 987.95 |
| Capital programs | 0.00 |
| Total expenditure | <u>131456.47</u> |
| Balance carried forward | <u><u>67266.70</u></u> |

The amount of Tied Funds for the 2010 school year is significantly increased due to the funds received through National Partnerships Program – Literacy and Numeracy of \$51 107.00.

A full copy of the school's 2010 financial statement is tabled at the annual general meetings of the School P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

Enter text here

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.

Tristan Langfield was senior boy champion, Tara Costello was runner up junior girl champion, Bailey McGuire was runner up junior boy champion and Darcy Page was runner up intermediate boy champion.

Our senior relay team consisting of Josie Taylor, Maddie Page, Tristan Langfield and Joel Costello came first and went on to represent the Young district at Regional level.

Tara, Joel, Michael, Tristan, Darcy and Josie were selected to represent the Young Small Schools at the District Carnival.



The Young Small School's Athletics Carnival was held on a perfect March day in Term 2. Our senior girl and junior boy relay teams were winners and Tara Costello was junior girl champion and Darcy Page was eleven years boy champion.

Tara, Michael, Lucas, Tristan and Josie went on to the district athletics carnival.

The Phillips Shield was held during education week. Our school won the Bragg Cup for ballgames.

We once again entered the small schools soccer knockout competition. It was held as a gala day with the students playing two matches in Cootamundra. We progressed to the second round after winning on a forfeit to Yoogali but unfortunately did not progress to the third level after losing to Stockinbingal and Maimuru.



The Brown Thackeray athletics carnival was held this year at Murringo School. Maddie Page was presented with the Court Cup which is the girl's 100m champion, Bailey McGuire won the junior boys shot put, we came first in the student ballgames, first in the women's parent relay and the tug – of – war.

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

The school entered one team in the Young Small School's Tennis Competition. The team consisted of Joel Costello, Sean O'Hara, Darcy Page and Michael Cram. They had a very successful day taking out 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.

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 and drum pieces performed and it is a great forum for students to practise their public speaking skills as well as be publicly acknowledged for good work,

sportsmanship and citizenship through the distribution of awards.

Gold Excursion:

This year the primary students from the Young Small Schools participated in a week long excursion to Echuca, Bendigo, Ballarat and Beechworth. The students were presented with many experiences including: visiting gold mines; going on the 'Tourist Tram' in Bendigo; staying overnight at Sovereign Hill, enjoying the evening performance of 'Blood on the Southern Cross' and spending the following day enjoying the sites and activities of the 'Gold Rush Town'; and then travelling to Beechworth where they learnt about bee keeping and the stages of harvesting and manufacturing honey.

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



Josie and Maddie dressed in period costume at Sovereign Hill

Country Women's Association (CWA) County of Study.

This year the CWA country of study was Scotland. Students from years three to six participated in this project. They could either display the information as a poster or as a project book. Within the Young district Michael Cram was awarded first place in the junior poster section, Josie Taylor first in the senior poster section and Tristan Langfield second place in the open book section.

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 these 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 judgement 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

There are too few students to report in the graphical form but overall performance shows that the growth of students between Year 3 and Year 5 were above both the Similar School Groups and State DET in reading, writing and spelling.

Progress in numeracy

There are too few students to report in the graphical form but overall performance shows that the growth of students between Year 3 and Year 5 has steadily increased over the past four years.

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 2010

Too few students to report because of the small number of students

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

Too few students to report because of the small number of students.

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 DET Welcome to Country that acknowledges the traditional owners of the land.

Multicultural education

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 of this on a global basis.



Dressed in orange as part of Harmony Day celebrations

Respect and responsibility

All students are instructed on the core values of Public Education. Respect and responsibility underpins everything that occurs at Monteagle School. The Year 6 students, as the leaders at 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 are 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 School's Day'. Fundraising for causes such as Diabetes Australia, the Heart Foundation, Cystic Fibrosis and the Melbourne Bushfire Appeal was also undertaken.



Joel and Sophie 'buddy' skipping for Jump Rope for Heart.

National Partnership program

From July 1st 2010 until June 30th 2011 Monteagle Public School was placed on the one year National Partnership – Literacy and Numeracy program.

The school received \$51107 to be used in strategic ways to improve the literacy and numeracy outcomes of the students.

A teacher was employed two days a week to enable the primary class to be split into a stage 2 and stage 3 class for literacy and numeracy ensuring smaller class sizes and therefore more individual attention.

A School Learning Support Officer was employed to run the 'Making Up Lost Time in Literacy Program' (Multilit) as well as supporting individual students in numeracy.

Literacy and numeracy resources were also purchased as well as professional learning for staff to enhance the delivery of these programs.

The goals we wish to achieve include the following: consistency of programs operating within the school; developing staff professionally to teach using 'best practice' within all Key Learning Areas (KLA's); individualizing student programs and providing smaller class sizes so as they can achieve outcomes according to the school's targets.

Connected learning

The school has two interactive whiteboards and two video conferencing units, although only one is a connected classroom. During 2010 the connected learning facilities were used for several purposes. The most frequent use was to enhance teaching and learning programs. The facility also enabled the sharing and teaching of KLA's between other schools in the Young Small Schools Learning Community (YSSLC), professional learning and meetings.

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 2010 the school was involved in one network initiative. This was entitled 'Science in the Bush' and will continue in 2011.

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 more engaged in these areas by utilizing on line programs such as 'Mathletics' and 'Radonline'.

Students were supported through CAP funding to attend the Young Leaders Day and other sporting and cultural events.

Two new ipod touch were purchase to complement the school's teaching and learning programs and add to the six that the school already owns.

Student Leadership:

Year six students travelled to Canberra earlier this year to participate in the Impact Leadership Conference.

Students enjoyed the interactive nature of the day and tips given on how to achieve their goals. Josie, Maddie, Joel, Sean, Tristan, Coop and Darcy 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 leadership skills in sport to then be able to teach younger groups of students at either school or community level. The days are held at Monteagle School and was enjoyed by all students who attended.



Progress on 2010 targets

Target 1

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

Our achievements include:

- quality teaching strategies incorporated into classroom programs including continuing the Accelerated Literacy program, implementing the 'Multilit Program and providing clear strategies in the teaching of spelling.
- running records and testing show consistent improvement in the ability to read with accuracy and increased reading fluency and comprehension levels
- reducing class sizes in the primary area to give more individualised attention in literacy.

Target 2

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

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.
- professional learning enabling teachers to be more competent in teaching components of the space strand

Target 3

All students will expand leadership roles taken on in 2010

Our achievements include:

- Year 5 and 6 students attended the 'Impact Student Leadership Conference' in Canberra.
- All students participated in at least one form of leadership skill throughout the year.
- Year 5 and 6 students participated in the Premiers Sporting Challenge 'Learn to Lead' program for sports leadership.

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 2010 our school carried out evaluations of School Planning and Numeracy.

Educational and management practice

School Planning

Background

Parents, students and teachers were surveyed in November 2010 to find out what their views were on the planning for the school. 74% of parental surveys were returned.

Findings and conclusions

- 100% of parents and teachers believe that the school makes changes to improve what it does, developing priorities to reflect students needs through planned evaluation
- 90% of parents would like to know more about the school management plan and general planning procedures
- 51% of students believe they don't have a say in what happens at school
- 90% of students agree that the things they learn at school are interesting

Future directions

- Utilise the P&C and newsletter to allow more parents to be actively involved in developing the school management plan and other management procedures
- Through the Student Representative Council (SRC) and the Year 6 leadership team, allow student involvement in the development of parts of the school management plan

Curriculum

Numeracy

Background

The review was conducted using a teacher, parent and student survey on Numeracy. Each

family was issued with a survey on Numeracy at Monteagle Public School. 74% of parent surveys were returned.

Findings and conclusions

- 100% of parents believe that numeracy is an important learning area at school
- 85% of parents believe that their child has developed new skills in numeracy
- 85% of parents would like the school to offer parent information sessions and workshops so as they can have a greater understanding of what is being taught in class.
- Only 64% of students enjoy numeracy and only 63% believe they are good at it.
- All staff are committed to improving the numeracy outcomes of their students

Future directions

- Provide opportunities for parents to attend numeracy workshops as well as explaining different aspects of the numeracy strands and how parents can help their child at home
- Identify teaching and learning strategies to improve outcomes and engagement for all students
- Provide professional learning of the Mathematics Continuum in place value and addition and accompanying assessments including SENA 1, SENA 2, Counting On and Newman's Error Analysis.

Parent, student, and teacher satisfaction

In 2010 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, technology, numeracy, aboriginal education, consistent teacher judgement 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.

Other professional learning that staff experienced throughout the year include: Accelerated Literacy, connected classroom training, ASR writing, choral camp, strings workshop, rock camp, School Spectacular, moodle training, National Partnerships workshops, essential training and Principal's Conferences.

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 2011

Our school has the following targets for the 2011 school year.

Target 1

90% of students achieve stage based outcomes in reading comprehension and spelling.

Strategies to achieve this target include:

- continued development of Accelerated Literacy program with an emphasis on spelling and reading comprehension
- 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
- use of 'Achieving Major Shift' strategies to improve students literacy
- primary staff trained in 'Reading for Learning' to compliment literacy program
- Implementing the 'multilit' program to targeted students
- use of the 'radonline' program to engage and enhance student learning

Our success will be measured by:

- staff using accelerated literacy and Reading for Learning strategies to explicitly teach comprehension and spelling
- teachers providing effective feedback and using consistent teacher judgement and rubrics.
- evidence of intellectual quality embedded in teaching and learning programs
- students applying learnt strategies to increase their skills in all areas of literacy
- 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 numeracy

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
- use Newman's Error Analysis with students to develop their thinking

Our success will be measured by:

- teachers providing effective feedback and using consistent teacher judgement.
- data showing improved student achievement in numeracy
- 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 continue expansion of leadership role taken in 2010

Strategies to achieve this target include:

- 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 5 & 6 students will be involved in the Premier's Sporting Challenge – Lean 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 |
| Andrew Barnes | Classroom Teacher |
| Kim Cormack | School Administration Manager |
| Monica Gordon | Principal |

School contact information

Monteagle Public School

Murringo St Monteagle

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 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>