



Monto State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

## Contact Information

Postal address:	3 Leichhardt Street Monto 4630
Phone:	(07) 4166 9111
Fax:	(07) 4166 9100
Email:	principal@montoss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Kirsty Hay

## School Overview

The School Motto is 'Ever Onwards' and this is reflected in the school. The main focus is to help students become active and informed citizens of the 21st century, in a safe and supportive environment. English and Mathematics are the core key learning areas in addition to SOSE, Science, HPE, The Arts, and Technology. Specific skill lessons are provided by specialist teachers for LOTE (Japanese), Physical Education, and Music. Instrumental Music is offered to students in Years 5 to 7 with students progressing to become members of the Monto Instrumental Combined Ensemble. A range of sporting activities occur in and out of school time, inter-school Rugby League/Netball games, Cricket, Softball, and Athletics training. School camps are undertaken by Yrs 4 to 7 to various places. Students also participate in community events such as Australia Day, ANZAC Day, Monto Show, Remembrance Day, and Monto Festival. With the support of the CQ Rural Division of General Practice, students participate in other programs such as Handwashing, Puberty Clues, CPR Awareness, Sun Safety. These are complemented by the Life Education program. Students enjoy rewards for their commitment to learning.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2016

Monto State School provides staff who are experienced and dedicated to their profession. They strive daily to ensure the best educational and social outcomes for all students.

Some of the ways we have managed to improve outcomes include:

- Aligning the school reading framework with the National Curriculum and implement high yield teaching strategies that improve reading outcomes
- Aligning the school writing framework with the National Curriculum and implement high yield teaching strategies that improve writing outcomes.

#### Future Outlook

In 2017 Monto SS is focusing on the implementation of the Australian curriculum across all year levels. The staff will be working with support staff from the CQ region to create an implement a Whole School Curriculum Plan, a Whole School Assessment Plan and develop consistency in marking through engaging in moderation within the school and across the cluster.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	112	56	56	5	85%
<b>2015*</b>	89	39	50	3	92%
<b>2016</b>	107	44	63	4	90%

Student counts are based on the Census (August) enrolment collection.

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Monto State School serves the township and rural communities of the Monto area. Students from the surrounding areas travel to school on one of the eight buses that service the district.

ATSI students totalled 4% of the student population, while less than 4% of the student population were Students with Disabilities.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	22	24
Year 4 – Year 7	25	26	28
Year 8 – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Academic reporting relates directly to the Achievement Standards given in the Australian Curriculum
- C2C for unit and year level curriculum planning, moderating and assessing
- Diagnostic testing is given at the beginning of each learning phase, and teaching and learning and drives targeted programs for individual students
- Explicit instruction is a signature pedagogy though other pedagogies are used

### Co-curricular Activities

An instrumental music teacher is engaged between the high school and the primary school to teach percussion and wind instruments. Community musicians are also engaged to mentor, support and enhance the school's instrumental program. Monto Instrumental Community Ensemble (MICE) practice on a weekly basis and perform at various events in the region including Birolela, Gladstone and Bundaberg.

Students participate in sport at school and if selected, continue in representative teams at district and regional level in cross country, athletics, swimming, netball, soccer, AFL, cricket and softball.

ArtsLink productions provide exciting, age appropriate and cultural performances linked to the curriculum each term. These performances are partially funded by rural and remote funding sources (RREAP).

Classes 3, 4, 5, and 6 participate in a yearly camp. In 2016 students in year 5 and 6 traveled to Keppel Island to participate in an outdoor education program.

Students participated in community events such as Australia Day, ANZAC day, The Monto Show and Remembrance Day.

Students participated in a range of health experiences and community health days: Hand washing program, Puberty Clues, CPR Awareness and Big Day Out provided by CQ Rural Division of General Practice.

## How Information and Communication Technologies are used to Assist Learning

Every classroom is equipped with an interactive whiteboard to ensure the availability of 21<sup>st</sup> teaching resources available online that enhance teaching and learning and the delivery of the Australian Curriculum. Classes also have access to a well maintained computer lab with weekly lessons been held for research, skill development, word-processing, curriculum reinforcement as well as improve boarding skills or complete assignment and curriculum work. Students use ICTs to enhance their learning and to connect with the world beyond our school community.

Teachers used ICTs to produce unit plans, reports and class activities. Teachers utilized their CFT laptops to program, plan and prepare activities for students. iPads are part of each classroom's resources and are used to engage learners and re-inforce concepts.

## Social Climate

### Overview

We strive to create a 'safe, happy, learning' school environment by protecting the wellbeing of our students and promoting positive relationships between students and adults in the school. We acknowledge that some students will require interventions to support them in behaving appropriately. Therefore, we work hard, as a school community, to model the expectations and recognize and reward appropriate behavior.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	80%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	91%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	93%
their child's learning needs are being met at this school* (S2003)	91%	80%	100%
their child is making good progress at this school* (S2004)	100%	70%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	90%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	90%	100%
teachers at this school motivate their child to learn* (S2007)	100%	80%	100%
teachers at this school treat students fairly* (S2008)	100%	80%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	90%	100%
this school works with them to support their child's learning* (S2010)	100%	90%	100%
this school takes parents' opinions seriously* (S2011)	100%	90%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
student behaviour is well managed at this school* (S2012)	100%	80%	93%
this school looks for ways to improve* (S2013)	100%	90%	100%
this school is well maintained* (S2014)	91%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	93%	97%	100%
they feel safe at their school* (S2037)	93%	94%	90%
their teachers motivate them to learn* (S2038)	93%	97%	98%
their teachers expect them to do their best* (S2039)	100%	100%	95%
their teachers provide them with useful feedback about their school work* (S2040)	93%	100%	98%
teachers treat students fairly at their school* (S2041)	71%	91%	95%
they can talk to their teachers about their concerns* (S2042)	93%	79%	95%
their school takes students' opinions seriously* (S2043)	93%	91%	93%
student behaviour is well managed at their school* (S2044)	80%	90%	98%
their school looks for ways to improve* (S2045)	100%	94%	100%
their school is well maintained* (S2046)	100%	94%	100%
their school gives them opportunities to do interesting things* (S2047)	93%	97%	95%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	79%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	79%	89%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	100%	80%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	93%	100%	100%
staff are well supported at their school (S2075)	64%	100%	100%
their school takes staff opinions seriously (S2076)	64%	100%	100%
their school looks for ways to improve (S2077)	92%	100%	100%
their school is well maintained (S2078)	71%	89%	100%
their school gives them opportunities to do interesting things (S2079)	93%	100%	93%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

Parent and Citizen Meetings are held every 3<sup>rd</sup> Thursday of each month in the new resource center. The meetings are productive, positive and supportive. All parents are invited and welcome to the meetings and their contributions to the school acknowledged regularly through school newsletters, school notes, P & C Facebook and school assemblies. The P & C support teaching and learning by aligning their projects and efforts to the strategic plans of the school. The P & C are informed of school priorities through the Principal's reports that are presented at each meeting.

Communication is regular, current and timely. Fortnightly school newsletter celebrate school happenings and classroom news. Each newsletter reveals photos of children, children's work, and calendar and advertisers relevant community events. Notes from school are emailed to parents to inform them of the details of upcoming events along with the permission notes and information for their children to participate fully. The P & C also have a Facebook page that is closely monitored, is informative and reaches all families via an alternate media. The Monto SS Website is kept current by dedicated staff who ensure it is up to date and contains all communications.

Regular communication regarding student progress between teachers and parents is encouraged through meetings, phone calls, emails and homework. Parent teacher meetings occur at the end of terms one and three, whilst formal academic reporting is given at the end of each semester. Parents and support staff and teachers of students with diverse needs meet regularly to discuss, plan, assess and decide next steps of individual plans.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	3
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

Monto SS air conditioners are used only when necessary, and classrooms allow natural light and airflow to stimulate a healthy learning environment. Monto SS has multiple rainwater collection tanks which are used for drinking, greenhouse and cleaning, capitalizing on the natural resources that are readily available and cost effective.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	58,983	1,539
2014-2015	44,297	
2015-2016	10,583	982

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

## School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

GO

Sector:

Government

Non-government

**SEARCH**

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	6	10	0
Full-time Equivalents	5	5	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	6



TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Diploma	1
Certificate	

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$14 486.

The major professional development initiatives are as follows:

PD	Amount
\$ 13 792	Conference Workshops and Training - Teachers
\$91	Conferences Workshops and Training – Teacher Aides
\$602	First aide

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

## STUDENT ATTENDANCE 2016

Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	82%	92%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

### AVERAGE STUDENT ATTENDANCE RATE\* (%) FOR EACH YEAR LEVEL

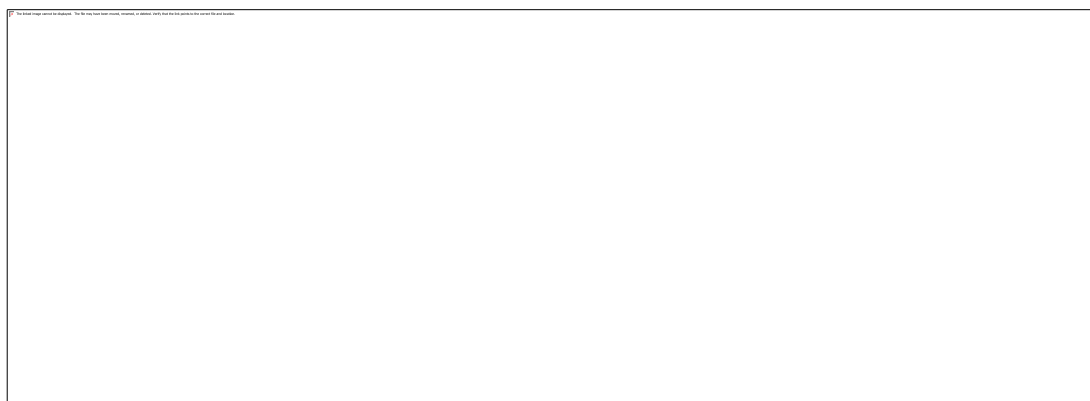
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	87%	89%	93%	91%	93%	92%	88%	91%					
2015	89%	93%	93%	92%	96%	95%	95%						
2016	94%	88%	88%	94%	92%	96%	95%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Monto SS rolls are marked directly onto OneSchool within the first 30 minutes of the school day and again after lunch.

Parents/Caregivers are phoned on the same day a student is absent if there is no record of explanation of the absence. The principal and class teacher continue to try to contact parents on a daily basis if contact and explanations are not obtained. This is followed by a letter and email outlining the days absent, encouraging the parents to contact the school. Individual case management is implemented for students whose attendance is very poor. Key strategies for increasing attendance include:

- Positive and regular contact with families
- Every Day Counts awareness in school notes and newsletters
- Providing a happy, safe learning environment at school

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.



## Find a school

---

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.