



Monto State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education

Contact information



Queensland
Government

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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.

Through 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 2018

Monto State School staff are passionate, experienced and dedicated to their profession. They strive daily to ensure all students receive individualised curriculum that provides them the opportunity to demonstrate their very best.

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

- Enhancing staff understanding of the Australian Curriculum through developing school wide planning protocols including the creation of Know and Do charts for subject areas.

- Developed a Whole School Curriculum plan to create greater accountability and consistency within classrooms

- Develop consistent whole school writing protocols and practices using data to inform and drive student improvement



Future Outlook

In 2019, Monto State School will have a strong focus on improving whole school maths and reading delivery and outcomes. Staff will be working as a part of a cluster to develop 'Know and Do' charts and gain deep understanding of the assessment whilst tracking and recording student improvement using the P-6 Literacy Continuum. All teaching staff will be involved in moderation within the school and across the cluster.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	107	110	125
Girls	44	47	51
Boys	63	63	74
Indigenous	4	8	7
Enrolment continuity (Feb. – Nov.)	90%	95%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	21	18
Year 4 – Year 6	28	22	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.



Curriculum delivery

Our Approach to Curriculum Delivery

- Academic reporting relates directly to the Achievement Standards given in the Australian Curriculum
- C2C is followed for unit and year level curriculum planning, moderating and assessing
- Diagnostic testing is given at the beginning of each learning phase
- Explicit instruction and Age Appropriate are our signature pedagogies though other pedagogies are used

Co-curricular activities

An engaged Instrumental Music Teacher works 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 Biloela, 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.

Arts Link productions provide exciting, age appropriate and cultural performances linked to the curriculum each term. Rural Remote Education Assistance Program (RREAP) partially assisting these productions.

In 2018 Years 3 & 4 travelled to Bundaberg students in Years 5&6 travelled to the Sunshine Coast for school camp.

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.

How Information and Communication Technologies are used to Assist Learning

Every classroom is equipped with an interactive whiteboard to ensure the availability of 21st teaching resources available online that enhance teaching and learning and the delivery of the Australian Curriculum. Classes also have access to a well-resourced and maintained computer lab.

Students engage in with weekly lessons to research, word-processing and curriculum reinforcement. Students develop and track their progress on the Information and Communication Technology Capability Learning Continuum. 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 digital resources to reinforce Australian Curriculum expectations and to program robotic programming.

Social climate

Overview

At Monto State School, 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 at school. We acknowledge that some students will require intervention to support them in behaving appropriately. We work collaboratively, as a school community, to model our school's Positive Behaviour Expectations (PBL). We acknowledge positive behaviour and recognise those who need support to positively engage and interact with our school community.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	94%
• this is a good school (S2035)	100%	92%	94%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	93%	85%	88%
• their child's learning needs are being met at this school* (S2003)	100%	92%	94%
• their child is making good progress at this school* (S2004)	100%	100%	94%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or	100%	92%	88%



Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
her school work* (S2006)			
• teachers at this school motivate their child to learn* (S2007)	100%	92%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	94%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	94%
• this school works with them to support their child's learning* (S2010)	100%	100%	94%
• this school takes parents' opinions seriously* (S2011)	100%	100%	94%
• student behaviour is well managed at this school* (S2012)	93%	85%	88%
• this school looks for ways to improve* (S2013)	100%	85%	94%
• this school is well maintained* (S2014)	100%	85%	94%

* 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.

Table 4: Student opinion survey

Percentage of students who agree [#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	95%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	90%	97%	95%
• their teachers motivate them to learn* (S2038)	98%	100%	100%
• their teachers expect them to do their best* (S2039)	95%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	97%	100%
• teachers treat students fairly at their school* (S2041)	95%	100%	95%
• they can talk to their teachers about their concerns* (S2042)	95%	92%	93%
• their school takes students' opinions seriously* (S2043)	93%	90%	93%
• student behaviour is well managed at their school* (S2044)	98%	87%	90%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	95%	95%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree [#] that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	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)	100%	92%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	100%	100%



Percentage of school staff who agree [#] that:	2016	2017	2018
• 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)	100%	92%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	92%	83%
• their school gives them opportunities to do interesting things (S2079)	93%	100%	100%

* 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 3rd Thursday of each month in the Resource Centre. The meetings are productive, positive and supportive. All parents are invited and welcome to the meetings and their contributions to the school are 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. Principal Reports are presented at each meeting to ensure the P&C are informed of school and community priorities.

Communication is regular, current and timely. Fortnightly school newsletters celebrate whole school and individual achievements.

Classroom news and images reinforce student achievements and current learning priorities. Each newsletter reveals photos of children, children's work, and calendar reminders promote and inform the wider school community of relevant community events.

School notes are emailed to parents to inform them of the details of upcoming events along with permission notes and information for students to fully participate. The P & C also have a closely monitored Facebook page. It is informative and reaches all families via an alternate media. The Monto SS Website is maintained 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 Education Programs

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

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	3	3	4
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.



Environmental footprint

Reducing this school's environmental footprint

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	10,583	43,709	49,848
Water (kL)	982	2,946	3,343

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.



Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	9	11	0
Full-time equivalents	8	5	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	7
Diploma	1
Certificate	

*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 2018 were \$15 000

The major professional development initiatives are as follows:

- First Aide Training
- Australian Curriculum Planning
- Positive Behaviour for Learning
- Moderation
- Principal conference

The proportion of the teaching staff involved in professional development activities during 2018 was 100%



Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	93%
Attendance rate for Indigenous** students at this school	92%	89%	92%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	93%	93%
Year 1	88%	92%	93%
Year 2	88%	92%	93%
Year 3	94%	94%	93%
Year 4	92%	92%	96%
Year 5	96%	93%	93%
Year 6	95%	95%	93%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

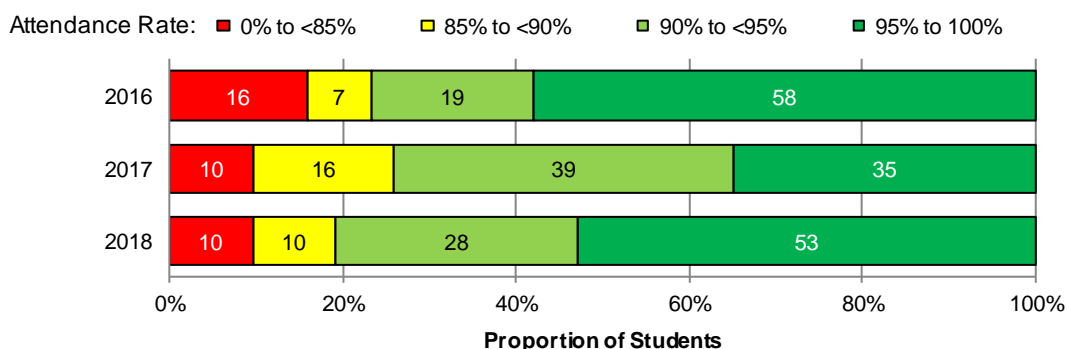
Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.



Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

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 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

