

Monto State School (1831)

Queensland State School Reporting

2012 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

The 2012 School Annual Report outlines the achievements attained in curriculum, parent involvement, social climate, professional development, and Year 3/5/7 student progress in Reading, Writing and Numeracy.

The Year 3/5/7 NAPLAN Test data is one area that the school community can be proud of for 2012 as there was an increase in the number of areas that were similar to the National Comparison. The school community has worked hard to achieve this improvement. Overall satisfaction by both Students and Parents that Monto SS is a good school is also pleasing to report.

These stories, along with the others outlined in this School Annual Report, are available on the school website. They have also been made available in hard copy at the monthly P&C Association meetings, fortnightly staff meetings and at the school Office. The Report is available on the school website.

School progress towards its goals in 2012

Monto State School made progress with meeting its goals.

- Implementation of the National Curriculum (English, Maths, Science) – all teachers used the Education Queensland C2C (Curriculum into the Classroom) resources to implement the National Curriculum.
- English – Grammar and punctuation lessons were put into class timetables and explicitly taught. Year 5 students participated in Project 600 – a Central Queensland Region initiative – which explicitly taught reading comprehension skills. Teachers also participated in specific teaching of reading professional development activities. The 7 Steps of Writing was introduced in classrooms. This proved motivating and made writing more interesting to read. Spelling will become a major focus in 2013.
- Maths – language of Maths. Little progress was made in this area except that teachers were regularly made aware of the need to be explicit about the teaching the language of Maths.
- Development of 'expert' teachers and teaching team – A profile of an 'expert' teacher was developed and used as a reflection tool. Weekly staff meetings were introduced with specific school improvement agenda and curriculum items as standing agenda items. The principal worked with a Regional Capability Coach to help develop skills to work with teachers. By the end of the year it was identified which teacher was an 'expert' in the teaching of areas (eg Maths, English, Science). These teachers became mentors for other teachers to seek advice and develop their knowledge/skills. All teachers began their journey to become an expert team in explicit instruction.

Future outlook

Goals for 2013 will include:

- Implementation of the National Curriculum (esp, History)
- Explicit instruction - implementation
- Development of 'expert' teachers and teaching team
- Ensuring a safe and supportive environment

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity
				(Feb – Nov)
2010	136	76	60	88%
2011	120	66	54	90%
2012	121	62	59	85%

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

Characteristics of the student body:

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 8 buses that service the district.

ATSI students totalled 3% of the student population while 6% of the student population were Students with Disabilities in the February Enrolment Census. ESL (English as a Second Language) students totalled 1% of the student population.

An increasing number of families have the father working away from the community in the mines.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	26	21
Year 4 – Year 7	19	20	22

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	7	8	<5
Long Suspensions - 6 to 20 days	0	<5	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

English and Mathematics continued to be the core key learning areas. Integrated units based on the Key Learning Areas of SOSE (Studies of Society and Environment), Science, HPE (Health & Physical Education), The Arts, Technology were planned and implemented each term.

Specific skill lessons were provided by specialist teachers for LOTE (Japanese), Physical Education, Music, Instrumental Music.

Extra curricula activities

- Instrumental Music was offered to students in Years 4-7 with students progressing to become members of the Monto Instrumental Combined Ensemble. Many of these students played in the Band for various school and community functions.
- Three Qld Arts Council productions were offered for student enjoyment.
- A range of sporting activities were offered – in and out of school time: Softball in Term 1, Athletics training after school in Term 2.
- School camps were undertaken as follows: Year 5/6/7: 4 nights at North Keppel Island Environmental Education Centre
- Students also participated in community events such as Australia Day, ANZAC Day, Monto Show, Remembrance Day.
- With the support of the CQ Rural Division of General Practice, students participated in a Handwashing Program, Puberty Clues, CPR Awareness, Big Day Out.

How Information and Communication Technologies are used to assist learning

Each class continued to make use of the Computer Lab with at least weekly sessions being held in there for research, skill development, wordprocessing, leisure, curriculum reinforcement through various programs. Older students used the lab at lunch times to complete assignment work.

Students use ICTs to enhance their learning and to connect with the world beyond our school and community. A group of Year 5's used eLearn to complete online learning of reading comprehension skills.

It was an expectation that each term's unit had an ICT focus.

Teachers used ICTs to produce unit plans, reports, class activities. They also used online resources to enhance their teaching/learning activities. Teachers have utilized their laptops that were distributed as part of the Computers for Teachers program to plan and prepare activities for students.

Interactive whiteboards were installed in 3 classrooms and ipads were purchased for each class. These ICTs were used for teaching and learning.

Each class used their digital camera to record class happenings and as an option for presentation of work.

Social climate

The Monto State School Responsible Behaviour Plan for Students was updated late in the 2012 school year. The RBP explicitly outlines the responsibilities of all stakeholders, behaviours, and consequences.

Incompletion of homework and class work continued to be the main reasons that students visited the Detention Room.

Parents/caregivers were contacted if there were concerns about their child's behaviour.

The You Can Do It program continued to be implemented during the year.

The whole school participated in the National Day for Action Against Violence by wearing orange colours and participating in class anti bullying activities. Cyberbullying was a focus topic for Year 5-7 students at the annual Big Day Out. Information about bullying was regularly included in newsletters. A Day for Daniel session was held during the year with a visit from the van. Any instances of bullying were handled as per the Responsible Behaviour Plan for Students.

Privilege Days to reward the good work of students across the school were very successful. Students who had less than 5 strikes per term were able to participate in the 'privilege' (eg free session, games day, movie, swim) while those with no strikes received an extra reward for their hard work. Those students not being rewarded had to complete work under the supervision of the Principal. Gold, silver or bronze certificates were awarded to students at the end of the year depending on the number of terms without any strikes. The Guidance Officer worked with individual students, whole classes and staff to help meet the social needs of students.

Our school at a glance

Parent, student and staff satisfaction with the school

Over 85% of both Students and Parents are satisfied or very satisfied that Monto State School is a good school (87% and 90% respectively). Parent satisfaction overall has increased since 2010 and is similar to state and like school satisfaction. Overall Student satisfaction has improved since 2011.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	90.3%
this is a good school	90.6%
their child likes being at this school*	93.8%
their child feels safe at this school*	93.8%
their child's learning needs are being met at this school*	93.8%
their child is making good progress at this school*	90.6%
teachers at this school expect their child to do his or her best*	96.9%
teachers at this school provide their child with useful feedback about his or her school work*	84.4%
teachers at this school motivate their child to learn*	87.1%
teachers at this school treat students fairly*	90.3%
they can talk to their child's teachers about their concerns*	96.9%
this school works with them to support their child's learning*	90.6%
this school takes parents' opinions seriously*	93.3%
student behaviour is well managed at this school*	78.1%
this school looks for ways to improve*	90.0%
this school is well maintained*	84.4%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	87.5%
they like being at their school*	84.0%
they feel safe at their school*	87.0%
their teachers motivate them to learn*	95.8%
their teachers expect them to do their best*	100.0%

Our school at a glance

their teachers provide them with useful feedback about their school work*	87.5%
teachers treat students fairly at their school*	76.0%
they can talk to their teachers about their concerns*	84.0%
their school takes students' opinions seriously*	79.2%
student behaviour is well managed at their school*	79.2%
their school looks for ways to improve*	91.7%
their school is well maintained*	80.0%
their school gives them opportunities to do interesting things*	88.0%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	80.0%
with the individual staff morale items	100.0%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parent involvement in their children's education took a variety of forms in 2012:

- Volunteers in the classroom and on excursions
- Participants in class celebrations, sports days, End of Year Celebrations
- Volunteers in the Tuckshop
- Volunteers in P&C activities
- Contact with class teachers by phone, note or face to face, and vice versa
- Written reports being distributed at the end of each semester and parents being encouraged to arrange an interview as follow up.
- Promotion of parent involvement was made through the school newsletter, class newsletters, individual contact and P&C meetings. 86% of parents are satisfied or very satisfied that the school communicates well with them.

The School Opinion Survey indicates that 83% of families are satisfied or very satisfied that the school encourages them to participate in school activities, and 87% indicate there is a strong sense of community. 90% indicate that they are satisfied or very satisfied that staff are approachable.

Overall, 90% of parents indicated in the 2012 School Opinion Survey that Monto State School is a good school.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Staff and students made a big effort to ensure lights, air-conditioners and computers were turned off, especially at the end of the day. With a better season, watering was not required as much, especially during the athletics period. The school uses a mix of rain water and town water.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	56,309	1,653
2010-2011	72,581	496
2011-2012	41,652	931

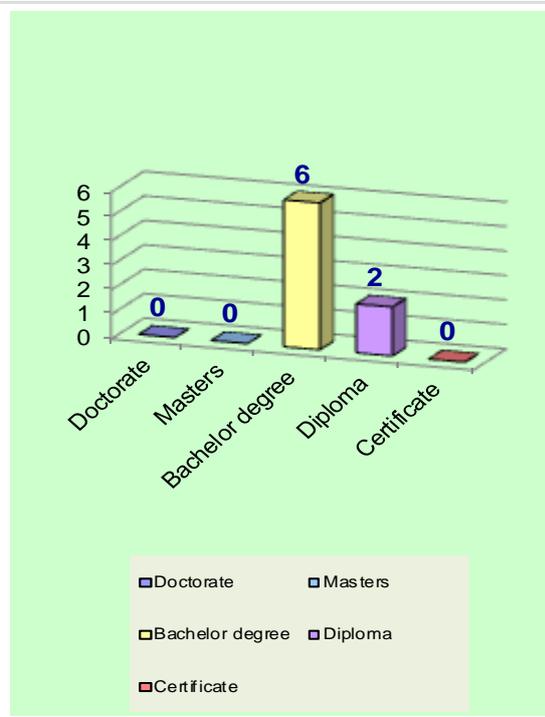
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	8	11	<5
Full-time equivalents	7	4.9	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	6
Diploma	2
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$9423.94.

The major professional development initiatives are as follows: IWB training, North Burnett Explicit Instruction Day, Effective Teaching of Reading, Comprehending with SCORE, Differentiating the Curriculum, First Aid. When individual teachers participated in major PD activities, they then in-serviced other staff members.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.9%	96.6%	96.7%

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 2012 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

Key student outcomes

Student attendance

2010 2011 2012

The overall attendance rate for the students at this school (shown as a percentage).

92% 92% 92%

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

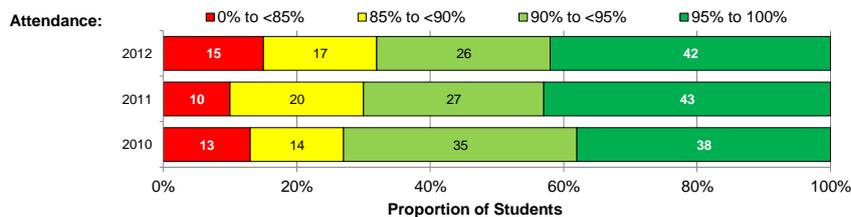
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	92%	91%	95%	91%	91%	91%	90%
2011	92%	95%	93%	91%	92%	92%	88%
2012	91%	94%	94%	90%	91%	85%	92%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls were marked within the first 15 minutes of the school day and revisited again after lunch. This data was then entered into SMS at the end of the week by office staff. When students had been absent for a second consecutive day without any parent/caregiver contact, a phone call was made to home. A form was sent home to those parents/caregivers who had not provided an explanation for an absence of half a day or more. Case management was implemented for students whose attendance was very poor. At the start of each term the Every Day Counts leaflet was attached to the school newsletter.

Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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/>.

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The 'Closing the Gap Education Strategy' is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

Over the past four years, Monto State School has had no Indigenous students in Year 3. Therefore, comments cannot be made on NAPLAN performance. In addition, due to the small number of Indigenous students across the school, comments regarding student attendance cannot be made. However, Indigenous perspectives are taught in all year levels, across all learning areas.