Monto State School
Queensland State School Reporting
2014 School Annual Report
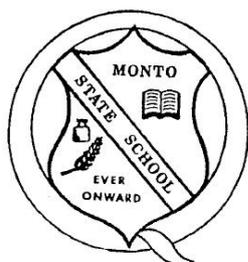
Postal address	3 Leichhardt Street Monto 4630
Phone	(07) 4166 9111
Fax	(07) 4166 9100
Email	the.principal@montoss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact person	The Principal Monto State School

Principal's foreword

Introduction

Monto State School is a vibrant rural school focused on creating excellence. Our school is situated in the in the North Burnett Region of Central Queensland and serves a farming and mining community. It is approximately 6 hours to Brisbane and 2 hours to the coastal towns of Bundaberg or Gladstone. Many families travel to Bundaberg on a regular occasion for weekend sports and specialist appointments. The closest major centre is Biloela which is 94 kms away. All families travel to Biloela regularly for shopping.

Many of our students travel by bus to school with some being on the bus for up to an hour each morning and afternoon. This is due to a number of smaller schools in the district being closed in the past. Monto State High School is our local high school with most students completing their education until at least year 10. A small number of families send students to boarding school for all of their high schooling and this is often based on family traditions.

Education at our school involves, a strong commitment to educating and caring about the whole child, ensuring that educational experiences are fulfilling and challenging and that students are encouraged to reach their full potential in a supportive and safe environment.

We believe that every student succeeds, every day!

The 2014 Year 3/5/7 NAPLAN Test data reflects our commitment to teaching and learning. Through a continued focus on Explicit Instruction and building teacher capacity, we have lifted results in both Literacy and Numeracy. As a school community we are working hard together to improving our school and student achievement.

The following 2014 School Annual Report outlines some of the major achievements attained by the school this year and provides a snap shot of the key strategies, programs and initiatives we have been running, that support our students in developing as confident and capable learners.

School progress towards its goals in 2014

Monto State School boasts a staff who are, not only experienced and dedicated to their profession, but strive daily to ensure the best outcomes for all students. One hundred percent of students surveyed at the school believe they are receiving a quality education and that their teachers expect them to do their best.

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

1)   Developing an 'expert' teaching team:
The teachers at Monto State School are focus on embedding Explicit Instruction (EI) into all lessons; it is the key method used across the school to enrich learning. Through a continual coaching and mentoring process teacher have continued to develop EI skills. They are dedicated to refining the strategies necessary for: explicit content delivery, controlling the learning environment, providing meaningful student feedback and consolidating learning.

Teachers regularly collect student data and analyses it to pinpoint future learning for every student. The assessment framework has been refined to ensure only relevant data is being collected.

2)   Improving the teaching of Reading:

In 2014, Monto State School purchased and implemented Fitzroy readers and Springboard readers in the lower school.
Teachers in P - 7 classrooms developed individualized leveled homework packs, which consisted of levelled readers enabling students to read books at their level.
PM Benchmarks and PROBE Reading records were used to track reading ages and skill development. Teacher aides conduct these assessments with students approximately every 5 weeks.
Explicit Vocabulary lessons (Word of the Week) were taught in the 4/5 and 6/7 classrooms.

3)   Improving the teaching of Numeracy:

Specific numeracy walls have been created in classrooms to promote maths language development.
Times tables and consolidation power points (warm-ups) are used daily to reinforce maths concepts daily.
The Signpost Maths program was aligned with National Curriculum.
CQ Benchmark Maths Tests were used to determine deficiencies in learning of individual students and cohorts.

4)   Improving the teaching of Writing:

Teachers use "Words Their Way" to assist in spelling development.
Writing structure is taught based on genres.
Exemplars are provided to children and deconstructed when learning a new genre.
Teachers use the C2C English units to assist in the development of writing skills.

This area will continue to be a major focus for 2015.

Future outlook

In 2015, Monto State School will continue to focus on:

- Every Day Counts!- improving the attendance of each and every student
  Attendance certificates will be awarded at the end of each term for students achieving 95% or greater attendance.
  Attendance data will be shared regularly in the newsletter.

- Every Student Succeeding Every Day!
  Teachers will focus on developing high quality differentiated curriculum for all students.
  STIaN will initiate a learning support committee to enable effective decisions to be made regarding student progress and learning.
  Embed a culture of continuous learning and improvement underpinned by data driven decision making.
  Development of a curriculum framework will which will outline how curriculum is delivered at Monto State School.
  Continue to build the pedagogy of teachers in Reading and Writing.

- A Great School has a Great School Down the Road!
  Establish links with other cluster schools to build professionalism of teachers.
  Initiate cluster moderation processes to develop consistent expectations across the community.
  Participate in cluster events in the community.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	121	62	59	85%
2013	120	64	56	92%
2014	112	56	56	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 4% of the student population while less than 1% 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 or on outback stations.

Average class sizes

	Average Class Size		
Phase	2012	2013	2014
Prep – Year 3	21	22	21
Year 4 – Year 7 Primary	22	23	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2012	2013	2014*
Short Suspensions - 1 to 5 days	3	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions[#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Teaching staff use the Explicit Teaching Model, Individual Learning Plans and the Australian Curriculum to ensure students are achieving their full potential.

Our curriculum foci are English, Mathematics and Science complemented by the other Key Learning Areas, History, Geography, The Arts, Health and Physical Education, Technology and Languages other than English (LOTE-Japanese).

We place a strong emphasis on the foundational learning areas of reading, writing, spelling and mathematics. We believe students need to be highly competent in these areas in order to access all areas of the curriculum and be successful lifelong learners.

Specialist teachers provide specific skill lessons for LOTE (Japanese), Physical Education, and Music/ Instrumental Music.

Extra curricula activities

- Instrumental Music - offered to students in Years 4-7 with students progressing to become members of the Monto Instrumental Combined Ensemble (MICE).
- Instrumental music camp to Brisbane to view QPAC performance.
- Performing at Biloela Eisteddfod.
- Performing at Monto State High School 50th Anniversary celebrations.
- Three Queensland Arts Council productions are offered to student throughout the year.
- A range of sporting activities are offered out of school time (netball, athletics training, ultimate freebie, tennis and golf).
- School camps were undertaken as follows: Year 5/6/7: North Keppel Environmental Education Centre, Years 2/3/4: Bundaberg region staying at Bucca Retreat. They visited Mon Repo and the Bert Hinkler museum.
- Students also participated in community events such as Australia Day, ANZAC Day, The Monto Show, and Remembrance Day.
- With the support of the CQ Rural Division of General Practice, students participated in a range of heath experiences and community health days: Hand washing Program, Puberty Clues, CPR Awareness, and Big Day Out.

How Information and Communication Technologies are used to assist learning

Monto State School is fortunate to have a computer lab of 30 computers allowing whole class teaching as well as computers in each classroom. Several classrooms are equipped with Interactive Whiteboards.

- Each class continued to make use of the school's Computer Lab with at least weekly sessions being held for research, skill development, word-processing, curriculum reinforcement and leisure.
- Older students (6 & 7 class) have access to the lab daily to improve key boarding skills for high school or complete assignment and curriculum work.
- Students use ICTs to enhance their learning and to connect with the world beyond our school and community.
- It is a school expectation that each term one unit of work has an ICT focus.
- Teachers used ICTs to produce unit plans, reports and class activities. They also use online resources to enhance their teaching and learning activities.
- Teachers utilized their laptops to program, plan and prepare activities for students.
- IPads are part of each classroom and are used to engage learners and re-inforce concepts.
- Each class has access to iPads and digital cameras to record work.

Social Climate

We create a safe school environment by protecting the wellbeing of our students and promoting positive relationships between students and adults in the school.

We acknowledge that not all children arrive at school equipped with social skills that match the expectations of the school and that some students will require interventions to support them in behaving appropriately. Therefore, we work hard, as a school community, to illustrate the expectation and recognize and reward appropriate behavior.

This year our school has developed a number of positively stated expectations, which are set out as either policies or school and classroom rules. These expectations are explicitly taught at the beginning of each school year and are revisited regularly throughout the year.

Regular social skilling is an important part of whole school assemblies and is also imbedded in the curriculum at Monto State School.

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

Some of the school initiatives that have decreased School Disciplinary Absences, bullying incidents and behaviour issues include:

- A focus on improving school/ home communication: Parents/caregivers are immediately contacted if there are concerns about their child's behaviour.
- You Can Do It' and 'Mind Up' programs are implemented.
- Whole school participation in awareness building days e.g. National Day for Action Against Bullying,
- Cyber bullying is a focus topic for Year 5-7 students at the Annual Big Day Out (community health event)
- Information about child safety and parent tips are regularly part of newsletters.
- Privilege Days, stickers, awards and principal prizes were used to encourage students who displayed good work, attitude and

Parent, student and staff satisfaction with the school

Performance measure

Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	90%	90%	100%
this is a good school (S2035)	91%	86%	100%
their child likes being at this school* (S2001)	94%	95%	91%
their child feels safe at this school* (S2002)	94%	95%	100%
their child's learning needs are being met at this school* (S2003)	94%	90%	91%
their child is making good progress at this school* (S2004)	91%	86%	100%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	90%	100%
teachers at this school motivate their child to learn* (S2007)	87%	86%	100%
teachers at this school treat students fairly* (S2008)	90%	81%	100%
they can talk to their child's teachers about their concerns* (S2009)	97%	90%	100%
this school works with them to support their child's learning* (S2010)	91%	95%	100%
this school takes parents' opinions seriously* (S2011)	93%	90%	100%
student behaviour is well managed at this school* (S2012)	78%	95%	100%
this school looks for ways to improve* (S2013)	90%	100%	100%
this school is well maintained* (S2014)	84%	85%	91%

Performance measure

Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	88%	100%	100%
they like being at their school* (S2036)	84%	91%	93%
they feel safe at their school* (S2037)	87%	100%	93%
their teachers motivate them to learn* (S2038)	96%	91%	93%
their teachers expect them to do their best* (S2039)	100%	95%	100%
their teachers provide them with useful feedback about their school work* (S2040)	88%	95%	93%
teachers treat students fairly at their school* (S2041)	76%	91%	71%
they can talk to their teachers about their concerns* (S2042)	84%	91%	93%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their school takes students' opinions seriously* (S2043)	79%	91%	93%
student behaviour is well managed at their school* (S2044)	79%	95%	80%
their school looks for ways to improve* (S2045)	92%	100%	100%
their school is well maintained* (S2046)	80%	90%	100%
their school gives them opportunities to do interesting things* (S2047)	88%	100%	93%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	79%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	79%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	93%
staff are well supported at their school (S2075)		93%	64%
their school takes staff opinions seriously (S2076)		100%	64%
their school looks for ways to improve (S2077)		100%	92%
their school is well maintained (S2078)		79%	71%
their school gives them opportunities to do interesting things (S2079)		93%	93%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Our school offers much more than a formal learning program. It personifies strong working relationships with students, parents and community, so we can all work together to ensure our students are confident, happy and high achievers.

Parent involvement in their children's education took a variety of forms in 2014 and included parents:

- Volunteering in classrooms and accompanying classes on excursions.
- Participating in class celebrations and sporting days.
- Being involved with end of year celebrations
- Volunteering in the tuck-shop.
- Participating in P&C events and fundraisers
- Supporting, as Bike Bus Conductors.
- Attending assemblies and award ceremonies.
- Teachers and administration staff provide regular contact to parents by phone, notes or through face to face meetings.
- Written reports are distributed at the end of each semester.
- Parent teacher interviews are offered twice per year as follow up to the formal reporting process.
- Publishing the school newsletter incorporating class news and P&C meeting news and regularly publishing articles for the newspaper and town bulletin boards.

Reducing the school's environmental footprint

Staff and students are encouraged to ensure lights, air-conditioners and computers are turned off when the room is not being used. Computers are turned off nightly.

The school uses a mix of rainwater and town water for irrigation and consumption. Children are encouraged to report to the Principal leaking taps so immediate action can be taken. Our toilet systems is quite old and cisterns often leak or run continuously. Children are encouraged to report when this occurs so the problem can be rectified immediately.

Paper is shredded for security reasons and where possible the shredded paper is recycled in craft projects or in gardens around the school. It is also offered to parents to use in chicken boxes and gardens.

Monto State School is a community collection point for aluminum cans and these are collected for recycling. The school receives small amount of money each year for the clans that are collected.

Other forms of recycling are limited in Monto as the council do not offer recycling services as part of the garbage collection service.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2011-2012	41,652	931
2012-2013	50,217	1,769
2013-2014	58,983	1,539

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.

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	8	11	<5
Full-time equivalents	7	5	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	2
Diploma	2
Advanced Diploma	0
Bachelor Degree	8
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	**12**
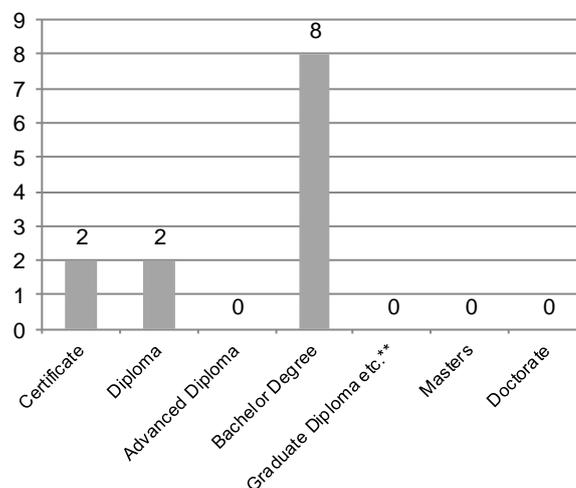
*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $6384

The major professional development initiatives are as follows:

- First Aid and CPR for all staff.
- Pool Lifeguard training enabling the school to provide qualified staff for swimming lessons.
- Principal's Conference in Gladstone
- Annual Cleaners' Training.
- Essential Skills in Behaviour Management

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
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, 66% of staff was retained by the school for the entire 2014 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

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
       ☑ Non-government
       SEARCH

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 webpage.

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

Performance of our students

Key student outcomes

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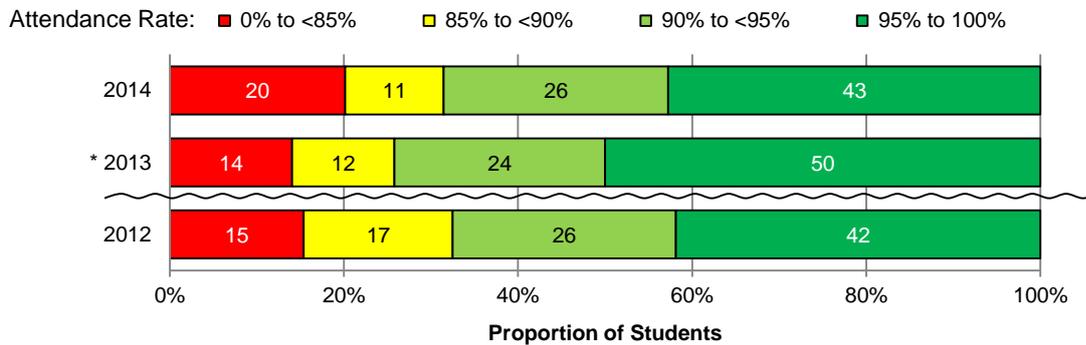| Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	91%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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	Year 8	Year 9	Year 10	Year 11	Year 12
2012	91%	94%	94%	90%	91%	85%	92%					
2013	93%	90%	94%	91%	89%	93%	88%					
2014	89%	93%	91%	93%	92%	88%	91%					

DW = Data withheld to ensure confidentiality.

Queensland Government

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: 🟥 0% to <85% 🟨 85% to <90% 🟩 90% to <95% 🟩 95% to 100%

Year				
2014	20	11	26	43
* 2013	14	12	24	50
2012	15	17	26	42

0%   20%   40%   60%   80%   100%

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

Missing school means your child misses out on vital information and maintaining learning routines. This can result in a loss of confidence and students missing out on forming vital friendships and social skills.

 At Monto State School rolls are marked within the first 15 minutes of the school day and revisited again after lunch. This data is then entered at the end of the week by office staff.

A form is sent home to those parents/caregivers who do not provided an explanation for an absence of half a day or more.

When students are absent for a second consecutive day without any parent/caregiver contact, a phone call home is made.

Individual case management is implemented for students whose attendance is very poor.

To further promote the importance of attending school we:

- Set attendance targets and discussed data openly at assemblies and meetings.
- Attach the "Every Day Counts" leaflet to the school newsletter at the start of each term.
- Implement a "5 DAY Kid" attendance program and at the school that aims to educates and empower students on the importance of coming every day.

* The development of the school's Bike Bus is a significant part of the "5 Day Kid" Program. It successfully, collects students from their home and has them safely biking to school as a social/sporting group.

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/.

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.**

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        ☑ Non-government

SEARCH

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Achievement – Closing the Gap

Due to having less than five indigenous children enrolled at Monto State School this data has been withheld.

Indigenous perspectives are included into all curriculum areas regardless of the number of indigenous studentts enrolled at the school.

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