

Monto State School

# School review report

## Acknowledgement of Country

The Department of Education acknowledges the Traditional Owners of the lands, seas, skies and waterways from across Queensland. We pay our respect to the Elders, past, present and emerging, for they hold the memories, traditions, the culture and hopes of Aboriginal peoples and Torres Strait Islander peoples.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

## The Landscape of Learning



*The Landscape of Learning* embodied design combines oceans, rivers, land and ecology to symbolise the interconnected systems that represent the department and the complexity of the work that we do.

The river reflects the different ways in which learners experience the education journey. The northern bank represents the systems, steps and milestones within education. A tree emerges with roots that extend downwards representing the ancient wisdom and knowledge from Elders, teachers and the land itself. The southern bank shows the relationship between students and staff and knowledge sharing. The learning journey then flows out into the vast fields of further education and beyond.

Acknowledging the Torres Strait Islands and ocean peoples, 5 shapes represent the distinct language and cultural groups of the region.

*The Landscape of Learning* is a custom embodied design for the Queensland Department of Education, produced in collaboration through a co-design process with Iscariot Media (IM) in 2022.

## Snapshot of previous school review

The last review carried out at **Monto State School** was conducted from **6 to 8 September 2021**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the previous review was identified as 950 and the school enrolment was 123 with an Aboriginal student and Torres Strait Islander student enrolment of 9% and a student with disability enrolment of 13%.

The key improvement strategies recommended in the review are listed below:

- Collaboratively develop and clearly communicate an Explicit Improvement Agenda (EIA) with a sharp, narrow and deep focus on planning, delivering, assessing and quality assuring the Australian Curriculum (AC): English. (Domain 1)
- Build the capability of all staff in their roles and responsibilities throughout the staged implementation of Positive Behaviour for Learning (PBL), ensuring there is a consistency of high expectations for student engagement and behaviour. (Domain 3)
- Build the data literacy of teachers to collect data with integrity, jointly analyse and interpret data to inform starting points for teaching, target intervention and monitor student learning growth. (Domain 2)
- Collaboratively review the school's pedagogical approaches to determine the agreed practices informing and strengthening a consistency of teaching and learning across the school. (Domain 8)
- Build the capability of all staff in the school's signature pedagogies through a range of professional learning experiences including the sharing of practice, modelling, coaching, and observation and feedback. (Domain 8)

## Copyright information

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## Introduction

This report is a product of a school review carried out by School and Region Reviews (SRR) at **Monto Sate School** from **25 to 27 February 2025**.

The report presents an evaluation of the school's performance against the 9 domains of the [School Improvement Tool](#) (SIT). It includes affirmations that celebrate the achievements and successes of the previous 4 years. Improvement strategies identify the next steps for school improvement to inform the 4-year strategic planning cycle.

For more information regarding SRR and reviews for Queensland state schools please visit the [school reviews website](#).

## Timeline and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School performance policy](#) and resources provide further information regarding the development of strategic and annual implementation plans.

Schools publish the review executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their school supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement. As part of the next steps planning process, please consider some of the [departmental resources](#) that can assist you.

## School context

Monto State School acknowledges the shared lands of the Waka Waka nation.

Education region	North Coast Region
Year levels	Prep to Year 6
Enrolment	108
Aboriginal students and Torres Strait Islander students	13%
Students with disability	23%
ICSEA value	938

## Review team

David Cramb Principal, Reviews, SRR (review chair)

Michele Krause Principal, Peer Reviewer

## Contributing stakeholders



2  
reviewers



104  
participants



16  
school staff



62  
students



18  
parents and  
carers



8  
community  
members and  
stakeholders

## Key affirmations

### **Staff, students and parents promote the school as the centre of the community with strong links that encourage a positive and shared learning culture.**

Staff express they believe in a vision for developing a culture for learning based on high expectations and positive relationships between staff, students, parents and the community. They speak positively of the collegial and collaborative approaches led by the principal. Parents express high levels of satisfaction in the quality of their child's education. Students speak highly of their teachers and respect each other. In the 2024 School Opinion Survey (SOS), 97% of students, 95% of parents and 100% of staff agree with the statement 'This is a good school'.

### **Teacher and student voice is valued by leaders and used to drive strategic and procedural processes, fostering a united team.**

Teaching staff affirm how the learning agenda reflects the shared values and aspirations of students, families, teachers and the wider community. The principal uses a distributive leadership approach to include all staff in decision-making. Students articulate how their voice is captured and actioned. They express valuing opportunities to contribute by writing slogans and jingles based on the focus rule such as 'Expect, respect' and 'Paddock talk'. Parents acknowledge the opportunities for their child to be involved and have voice in school.

### **Teachers speak positively of the collegial support they receive through collaboration within their cohorts and with leaders to support their capability in teaching.**

Staff describe a sense of trust between colleagues. Teaching staff speak of regular meetings with the principal to discuss curriculum, professional development (PD), data analysis and professional learning. They explain how roles and actions are identified and documented as part of this process. Teachers and teacher aides discuss scheduled visits to each other's classrooms to build shared capability. They welcome opportunities to participate in mentoring and learn from each other's practices.

### **Staff, parents and community members highlight important partnerships that provide opportunities and experiences for students to broaden their learning, engagement and wellbeing.**

Community partners speak of the family feeling within the school. Parents appreciate how staff go above and beyond to support the 'whole child'. Staff speak positively of the close, productive relationships between them and Parents and Citizens' Association (P&C). Students articulate they value the shared relationships between the school and the community. Community groups comment they proudly support the school and the school supports them.

## Key improvement strategies

### **Domain 1: Driving an explicit improvement agenda**

Further refine the Annual Implementation Plan (AIP) targets, timelines and associated strategic changes in practice to provide clarity for staff in driving student improvement aligned with school priorities.

### **Domain 6: Leading systematic curriculum implementation**

Develop a whole-school approach to reading, aligned with evidence-informed practices, to support the consistent teaching of reading across the curriculum.

### **Domain 2: Analysing and discussing data**

Collaboratively sharpen processes for analysing and discussing reading data to provide consistency in teaching and identify next steps for learning.

### **Domain 8: Implementing effective pedagogical practices**

Formalise professional conversations about pedagogy, building a shared understanding and language, to support teachers' capability in implementing appropriate approaches for all learners.

### **Domain 5: Building an expert teaching team**

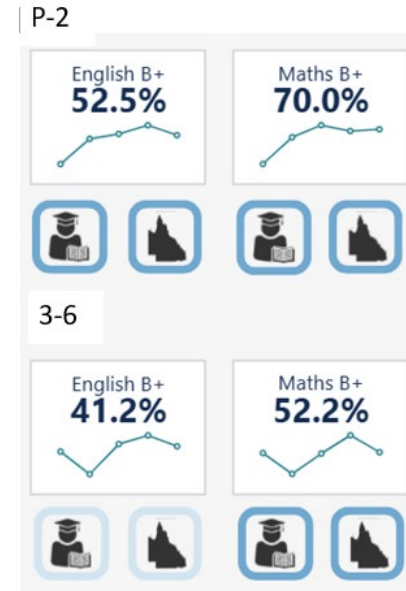
Strengthen opportunities for collegial capability development with staff from other schools to enhance teachers' professional knowledge and allow them to learn from each other's practices.

## Initial data insights

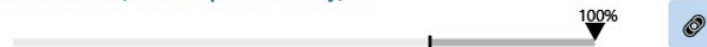
### Informing data sets

- C and above Levels of Achievement (LOA) for English and Mathematics
- A or B LOAs for English and Mathematics
- Attendance rates
- School Disciplinary Absences (SDAs) in Starting Strong (Prep to Year 2), Building on Foundations (Years 3 to 6), and On Track for Success (Years 7 to 9)
- Queensland Certificate of Education (QCE)/Queensland Certificate of Individual Achievement (QCIA) completion rate
- SOS data on staff morale
- Inter-Assessment Agreement (IAA) between LOA data and National Assessment Program – Literacy and Numeracy (NAPLAN) data
- Actual vs planned expenditure
- Allocated staffing resources used

### Data trends of interest



### Staff Morale (School Opinion Survey) ①



Centre Code	School	Year Level	Report Card (A/LA) ①	NAPLAN (MSS) ②	Weight ③	Agreement ④	Agreement Category ⑤	Learning Area - Domain ⑥
1831	Monto State School	05	3.5	452.4	22.4	0.72	Agreement	English-Reading
1831	Monto State School	05	3.5	454.3	22.4	0.59	Agreement	English-Spelling
1831	Monto State School	05	3.5	453.9	22.4	0.81	Agreement	English-Grammar and Punc
1831	Monto State School	05	3.7	443.7	22.4	0.76	Agreement	Mathematics-Numeracy
1831	Monto State School	05	3.5	423.5	22.4	1.09	Report card higher	English-Writing

Centre Code	School	Year Level	Report Card (A/LA) ①	NAPLAN (MSS) ②	Weight ③	Agreement ④	Agreement Category ⑤	Learning Area - Domain ⑥
1831	Monto State School	03	3.3	327.9	17.0	0.72	Agreement	English-Reading
1831	Monto State School	03	3.3	350.3	17.0	0.67	Agreement	English-Writing
1831	Monto State School	03	3.3	310.4	17.0	1.21	Report card higher	English-Spelling
1831	Monto State School	03	3.3	300.5	17.0	1.05	Report card higher	English-Grammar and Punc
1831	Monto State School	03	3.8	348.4	17.5	1.13	Report card higher	Mathematics-Numeracy

- English and Mathematics A or B LOAs are higher in Prep to Year 2 than in Years 3 to 6, which also show a downward trend.

- SOS indicates staff morale is at 100%, increased from 27.3% in 2021.

- IAA shows report card data is higher in Writing in Year 5 and higher in Spelling, Grammar and Punctuation and Mathematics in Year 3 in comparison to NAPLAN data.

### Data-informed inquiries

- Factors influencing student performance.

- Factors influencing staff morale

- Practices in place to support alignment of curriculum, teaching and assessment

## Improvement strategies summary

### Domain 1: Driving an explicit improvement agenda

- **Further refine the AIP targets, timelines and associated strategic changes in practice to provide clarity for staff in driving student improvement aligned with school priorities.**

### Domain 2: Analysing and discussing data

- **Collaboratively sharpen processes for analysing and discussing reading data to provide consistency in teaching and identify next steps for learning.**
- Collaboratively review the data plan, including agreed data sets and monitoring strategies aligned to school priorities, to provide clarity and consistency for all staff to inform school improvement initiatives.

### Domain 3: Promoting a culture of learning

- Broaden a culture of inquiry and creativity in teaching practices to foster innovative approaches for encouraging and extending students' learning and achievement.

### Domain 4: Targeting school resources

- Monitor the allocation of human, material and technological resources to ensure expenditure continues to meet the required learning needs of all current students.

### Domain 5: Building an expert teaching team

- **Strengthen opportunities for collegial capability development with staff from other schools to enhance teachers' professional knowledge and allow them to learn from each other's practices.**
- Formalise observations and feedback processes among staff to build expertise and contribute to a shared learning culture.

### Domain 6: Leading systematic curriculum implementation

- **Develop a whole-school approach to reading, aligned with evidence-informed practices, to support the consistent teaching of reading across the curriculum.**
- Review school curriculum documents, including required updates to learning areas, to align curriculum with the K–12 Curriculum, assessment and reporting framework (K-12 Framework).
- Embed cross-curriculum priorities in contextualised learning units to incorporate Aboriginal and Torres Strait Islander Histories and Cultures into the curriculum.

### Domain 7: Differentiating teaching and learning

- Formalise referral processes for multi-tiered systems of support (MTSS) to provide clear documentation and evidence for student interventions.

### Domain 8: Implementing effective pedagogical practices

- **Formalise professional conversations about pedagogy, building a shared understanding and language, to support teachers' capability in implementing appropriate approaches for all learners.**

### Domain 9: Building school-community partnerships

- Expand the partnership between primary and secondary staff to enhance transition processes through sharing of knowledge and transition events.  
Collaboratively review community partnerships to determine their sustainability and monitor their impact on student learning.

\* **Bold indicates key improvement strategy**

## Domain 1: Driving an explicit improvement agenda

### Affirmations

- The principal indicates that school documents are collaboratively developed and drive the improvement agenda. Teachers express they appreciate high levels of clarity and communication among staff and leaders regarding the strategic priorities. They affirm how the improvement agenda reflects the shared values and aspirations of students, families, teachers, and the wider community.

### Key findings

- Teachers comment they value the principal's leadership and appreciate the distributive leadership approach. The principal articulates that school improvement is everyone's responsibility. Teaching staff comment that the principal ensures strategic planning is collaborative and driven by data and research-informed approaches.
- The Strategic Plan 2021–2025 identifies 4 school priorities around curriculum delivery, effective pedagogical practices, PBL, and data literacy. The AIP 2025 aligns with the strategic plan and indicates 2 priorities: pedagogy and Mathematics in the Australian Curriculum Version 9 (ACV9). Many teaching staff articulate this agenda is the current focus for the school.
- Roles and responsibilities with time frames are detailed in the AIP and teachers explain that a regular review is undertaken at the beginning or end each term. Teachers describe committee-based responsibilities identified in the AIP to foster collective ownership.
- Teaching staff explain how professional discussions occur during staff meetings and with the principal to determine the improvement agenda. Teachers and teacher aides value this agency and convey professionalism and pride in their work. The principal comments that each meeting has a set agenda tailored to the AIP, and whole-school data is viewed during this meeting to review and discuss the impact of the strategic agenda.
- The principal articulates targets are set and are included in the AIP to monitor students' learning improvement. They comment that a current goal is to lift the number of students achieving A or B LOAs. School Online Reporting Dashboard (SOR) data indicates 'A or B' LOAs in English is currently 42.8%, Science is 53.8% and Mathematics is 59.3%. Some teachers articulate they would appreciate greater clarity about specific strategies and practices for achieving student improvement. The principal expresses a desire to further refine the AIP, with clear targets, timelines and accompanying processes in strategic documents to support student improvement.
- The principal conveys that the improvement agenda is shared with parents and the community. They explain that school-based data and learning expectations are regularly included in school newsletters and discussed in parent contacts and case management meetings. Parents appreciate the principal's role in sharing plans and priorities for school and student improvement.

### Improvement strategy

- **Further refine the AIP targets, timelines and associated strategic changes in practice to provide clarity for staff in driving student improvement aligned with school priorities.**

## Domain 2: Analysing and discussing data

### Affirmations

- The principal describes systematically monitoring student achievement data and using it to inform school-wide decisions regarding teaching and learning programs.
- The principal, students with disability teacher, and Head of Special Education Services (HOSSES) regularly work with teachers to review LOA data to determine the effectiveness of differentiation and intervention strategies.

### Key findings

- Teachers discuss how they access, collect and use a broad range of data to monitor student progress and respond to students' needs. Staff explain how they interrogate data during planning and Professional Development Plan (PDP) meetings held once a term and how data is tracked across the term for students yet to achieve the achievement standard. Teachers articulate that these students are case-managed and monitored by the principal and class teacher. They explain that the parents of these students are notified and updated about their child's progress.
- The principal indicates that a data plan is established that details the range of data to be collected and associated targets. Some teachers convey they have varied understanding of how the plan is used across the school. Some staff describe independently selecting other data sets to monitor students' learning progression. The principal recognises a need to review the data plan to support consistent implementation of processes for all teaching staff and inform school improvement.
- Teachers explain how data is used to develop Personalised Learning Records (PLR) for targeted students. They indicate data is shared with students through a colour-coded system identifying their LOA, which assists in helping them to set individual learning goals.
- Teachers indicate they meet with the principal each term to analyse and discuss class level and individual data, which is used to inform planning and differentiation.
- Teachers comment that they track PBL data and review and analyse it with students each fortnight to identify a focus area. The principal describes a 'tally-marking' process to share PBL data with students. Students express they value this process and their involvement in data analysis.
- Many teachers describe the analysis of a range of data sets to identify students' learning needs. Some teachers expressed a desire for further opportunities to discuss and analyse data at the whole-school, year, class and individual levels, especially in reading. The principal acknowledges a need to formalise a whole-school process for consistently analysing data, to support the teaching of reading and to monitor students' progress.

### Improvement strategies

- **Collaboratively sharpen processes for analysing and discussing reading data to provide consistency in teaching and identify next steps for learning.**
- Collaboratively review the data plan, including agreed data sets and monitoring strategies aligned to school priorities, to provide clarity and consistency for all staff to inform school improvement initiatives.



## Domain 3: Promoting a culture of learning

### Affirmations

- Staff express confidence in, and commitment to, the school vision of developing a positive culture for learning based on high expectations and positive relationships between staff, students, parents and the community. The 2024 SOS data indicates 100% staff agreement with the statement 'Staff are well supported at this school'. Staff, parents and community members speak highly of the principal's efforts in fostering a positive school culture'.
- Teachers and students articulate how student voice is captured and actioned in the PBL process. Teachers express they value how students are identifying and using positive strategies to change behaviours in the school. Students discuss writing slogans and jingles based on the PBL focus, such as 'Expect, respect' and 'Paddock talk'.
- Students discuss the various clubs they operate during breaks for their peers. Parents acknowledge the opportunities for students to be involved and have voice in the school.

### Key findings

- Staff, students and parents speak of being invested in the school, commenting that it is an amazing place to work and learn with a great atmosphere. In the 2024 SOS, 97% of students, 95% of parents and 100% of staff agree with the statement 'This is a good school'.
- Staff, parents and community members convey the principal is highly visible, knows the students, and is responsive and approachable. The principal and many staff greet parents and students at that gate each morning and share stories about the day each afternoon. Parents express they appreciate these individualised and supportive practices.
- Staff and students articulate that PBL is the school's approach to supporting student behaviour. The principal and many teachers refer to the tiered approach to behaviour support as an important aspect of PBL. Students articulate their contribution to PBL and highlight its importance. Teachers indicate they are excited to continue the PBL journey. All staff value the PBL positive acknowledgements and the systems in place to engage students.
- The principal expresses a desire to extend expectations for learning to support students to achieve A and B LOAs. Teachers articulate they are developing strategies to foster improved student engagement and learning in an innovative, inquiry-based environment. The principal expresses a desire to broaden this learning culture.
- Parents express high levels of satisfaction with the quality of their child's education and appreciate staff supporting their child to succeed. Students, staff, and families have a sense of belonging to the school community.
- Staff and students describe the school as the centre of the community. Students refer to their connection with the local community as an example of the school's strong learning culture. Students articulate that they value the work they do with the Neighbourhood Centre. Community groups comment, 'We support the school and the school supports us'.
- Teachers speak positively of the collegial support they receive through collaboration within their cohorts and planning meetings with the principal. They describe a sense of trust between colleagues. Parents comment they welcome the positive learning culture and believe the school reflects the strong community values.

### Improvement strategy

- Broaden a culture of inquiry and creativity in teaching practices to foster innovative approaches for encouraging and extending students' learning and achievement.

## Domain 4: Targeting school resources

### Affirmations

- The principal and Business Manager (BM) regularly meet to discuss the budget and monitor plans for effective resource allocations. Teaching staff explain that planning and monitoring processes are embedded in school culture. Leaders describe a process for ongoing re-allocation of resourcing based on data and students' needs. They indicate that this flexible approach to resource management ensures each student has what they need for their learning.

### Key findings

- Teachers comment, 'we have what we need to do our job', and that resources are discussed during the curriculum planning phase. Students express appreciation for the range of equipment available to support learning and wellbeing. Many teachers describe the school as 'well resourced', and appreciate the timely way in which required materials are provided and staff are deployed. Some teachers identify a need to purchase further resources aligned with evidence-informed approaches to support the teaching of reading.
- The principal indicates how they use data to drive resource allocations. They explain how funds are expended based on the needs of students and staff to ensure maximum educational benefits to students. The principal and BM advocate the importance of targeting school resources to support current priorities. The principal expresses a desire to monitor the allocation of human, material and technological resources to ensure expenditure continues to meet the required learning needs of all current students.
- The principal explains that teacher aides work with teachers in classrooms in a co-teaching role. Teacher aides discuss planning with teachers twice a year to improve their curriculum understanding and to promote an active role in curriculum delivery. They express feeling valued as part of the school's teaching team.
- The principal comments that available resources are allocated to ensure the physical environment, facilities, and technologies are used to maximise student learning. They refer to targeted provisions within the budget for upgrades to digital technology infrastructure and playground equipment.
- Parents celebrate the various facilities upgrades across the school which help build a culture of inclusion and engagement by providing a range of flexible learning options for all students. Students highlight the new, covered multi-purpose play and performance space, as well as playgrounds and sporting equipment. The principal comments that completed infrastructure projects contribute to student learning and the school's culture.
- P&C representatives explain how fundraising activities and partnerships with local businesses support school resourcing. Contributions include the provision of books, playground equipment and camps, as well as school hats to be presented to Prep students at the start of the year.

### Improvement strategy

- Monitor the allocation of human, material and technological resources to ensure expenditure continues to meet the required learning needs of all current students.

## Domain 5: Building an expert teaching team

### Affirmations

- The principal articulates they work to build a professional learning team characterised by ongoing collaboration and teamwork. Teachers describe a strong focus on continuous professional learning, and convey a shared responsibility for students' progress.
- The principal explains that teachers continually seek ways to improve their capability in order to provide engaging learning experiences for students. Teachers comment that professional sharing of expertise positively impacts student learning outcomes. Students express appreciation for their teachers helping them to improve their learning.

### Key findings

- Staff convey they appreciate opportunities to share their knowledge and experience. Senior staff express a desire to further develop opportunities for conversations about professional practice.
- The principal describes how teachers work together and learn from each other's practices. Teachers and teacher aides discuss visiting each other's classrooms through learning walks and talks to build their shared capability in developing learning walls.
- Teachers and teacher aides explain how they participate in professional learning opportunities aligned to school and individual priorities. Teaching staff appreciate opportunities to work with colleagues in other schools to broaden their skills and knowledge of teaching. Given the small school context, the principal seeks to expand school-based professional learning initiatives to include working with teachers from other schools to further enhance capability.
- Teaching staff discuss working with colleagues to participate in Classroom Profiling and self-reflection once or twice a year to seek feedback and reflect on their teaching. They express appreciation for the principal visiting classrooms and providing feedback on their practice. The principal communicates how they wish to expand learning walks to include asking students Sharratt's<sup>1</sup> 5 questions about their learning as well as supporting teachers to build their capability. They express a desire to formalise observations and feedback processes to further build teachers' expertise and contribute to the shared learning culture.
- Teaching staff speak of discussing their PDP with the principal during planning time each term. The principal explains how a planned focus for observations are discussed during these meetings. They explain how roles and actions for observations are identified and documented as part of this process. Staff indicate that the PDP details professional learning aligned to school priorities and required learning identified in their planning session. The principal articulates they provide opportunities for leadership experience for aspiring staff.
- A 2025 staff induction handbook is developed and identifies administrative and procedural information. The principal communicates they meet with early career staff and those new to the school when required, and provide regular

### Improvement strategies

- **Strengthen opportunities for collegial capability development with staff from other schools to enhance teachers' professional knowledge and allow them to learn from each other's practices.**
- Formalise observations and feedback processes among staff to build expertise and contribute to a shared learning culture.

<sup>1</sup> Sharratt, L. (2018). *Clarity: What matters most in learning, teaching and leading*. Corwin.

## Affirmations

## Key findings

observations and feedback to them. Early career teachers explain they participate in mentoring, and appreciate the range of formalised induction processes.

## Improvement strategies



## Domain 6: Leading systematic curriculum implementation

### Affirmations

- Teachers outline regular planning processes with the principal and at learning junctures each term. They appreciate the opportunities provided to unpack curriculum documents with colleagues using assessment tasks and marking guides to backward map and build the learning sequence.
- Teachers articulate they identify Knows and Dos in their planning and share this with students. Students convey awareness of their Knows and Dos to support their access to the curriculum.
- Teachers indicate that unit planning aligns with discussions about differentiation and resource allocations. The principal values the importance of supporting teachers to use school and system curriculum documents to provide a sequenced learning plan.

### Key findings

- Staff comment that 3 levels of planning are documented and they support the planning process. The principal explains the school's Curriculum, Assessment and Reporting Framework drives curriculum delivery. It provides a guide for implementation and differentiation for students and staff, and they indicate it is reviewed and updated every 2 years.
- Teachers comment that they are currently working to implement the ACV9 in Mathematics with English to follow. The principal acknowledges a need to review school curriculum documents, including required updates to learning areas, to further align with the K–12 Framework.
- The principal and teachers comment that regular moderation occurs within the school and across the cluster. They explain moderation procedures are documented and each process is recorded. Staff discuss moderating at the planning phase with 3 small schools, and moderating student responses to summative assessment within the larger North Burnett cluster. The principal speaks of plans for ongoing monitoring of moderation practices to support teachers' judgements.
- The principal explains how a whole-school assessment schedule has been published in the staff term planner. Teachers adjust assessment tasks and contextualise these during planning to support students to access the task and demonstrate their learning. The principal plans implement quality assurance practices to monitor adjustments to assessment, ensuring rigour and appropriate alignment with marking guides and achievement standards.
- Some teachers indicate they have participated in professional learning regarding the teaching of reading. Some teachers describe their implementation of evidenced-informed approaches to reading as variable. The principal explains that the implementation of the Simple View of Reading<sup>2</sup> is a current focus. Many teachers express they would appreciate further shared conversations about reading and a whole-school reading framework to ensure consistency across the curriculum.
- The principal and teachers identify incorporating First Nations perspectives into learning programs as a next step. They detail incorporating Aboriginal and Torres Strait Islander Histories and Cultures within contextualised unit plans aligned with cross-curriculum priorities of the AC.

### Improvement strategies

- **Develop a whole-school approach to reading, aligned with evidence-informed practices, to support the consistent teaching of reading across the curriculum.**
- Review school curriculum documents, including required updates to learning areas, to align curriculum with the K-12 Framework.
- Embed cross-curriculum priorities in contextualised learning units to incorporate Aboriginal and Torres Strait Islander Histories and Cultures into the curriculum.

<sup>2</sup> Hoover, W.A. and Gough P.B. (1990). The simple view of reading. *Reading and Writing: An Interdisciplinary Journal*, 2(2), 127–160.

## Domain 7: Differentiating teaching and learning

### Affirmations

- Teachers identify a range of data used to inform differentiated practices and establish starting points for students' learning. They record differentiation approaches during the planning process. Students appreciate their teachers for providing learning activities which support their improvement.
- The principal, students with disability teacher and HOSSES describe clear expectations for teachers to record curriculum differentiation for individuals and groups of students as part of unit planning. Teachers express a high degree of satisfaction with this process and highlight how this planning process has a positive impact on students.

### Key findings

- Teachers articulate that all students are at different stages in their learning and progress at different rates. Teaching staff comment that student results are reviewed each term and teacher planning responds to the varying needs. Parents express they appreciate the individualised teaching and learning approaches provided for their child.
- Support staff communicate they work with teachers to identify and document targeted interventions for specific students. Teachers articulate that having specialist support in the classroom allows them to offer more differentiated activities that assist students at various stages in the learning process.
- Staff indicate they collect and use Kindergarten transition statements to build an understanding of the incoming Prep students. They explain they provide transition days to support pre-Prep children, particularly those with complex needs, and families transition into school. Staff comment that the transition days helps them to ensure individual needs are considered when providing learning opportunities for all Prep students.
- The principal explains that PLRs are created for students and stored on OneSchool. The students with disability teacher and HOSSES discuss how they work closely with teachers and families to regularly update and renew plans. They describe how they collaboratively moderate evidence of adjustments with staff from other schools to quality assure Nationally Consistent Collection of Data on School Students with Disability (NCCD) levels of adjustment.
- Teachers explain how they set learning goals as next steps for students in their curriculum journey. These are displayed on desks or, in some cases, written in books. Some students describe selecting and monitoring their own learning goals.
- Some teachers comment that practices and processes exist for accessing support. Teaching staff articulate that requests for support referrals mainly occur through verbal communication. The principal recognises a need to formalise this referral process to ensure accountability and provide evidence of support.
- The principal describes processes to provide additional opportunities for high-achieving students. Staff indicate they identify specific students and select them to join an extension learning group locally known as the Luminaries.

### Improvement strategy

- Formalise referral processes for MTSS to provide clear documentation and evidence for student interventions.

## Domain 8: Implementing effective pedagogical practices

### Affirmations

- The principal describes how learning walls are an embedded pedagogical strategy in all classrooms and how the expectations for the use of learning walls are documented. Teachers discuss co-creating learning walls with students, including colour-coded exemplars aligned with LOAs. They explain how this approach improves students' understanding of what they need to do to be successful.
- Teaching staff describe visiting each other's classrooms to share their learning walls and explain how they positively impact student learning. Students speak of learning walls and share examples of how the information on the wall positively impacts their learning.

### Key findings

- Staff articulate they have a shared belief that effective pedagogical practices are required to deliver curriculum and achieve high expectations and excellent learning outcomes for all students. They explain that differentiation and inclusion are key pieces within pedagogy at the school.
- The principal explains that teachers work together to consider a range of pedagogical approaches and their uses within learning. Teachers discuss using explicit instruction (EI) and age-appropriate pedagogies (AAP). The principal conveys awareness of the Whole School Approach to Pedagogy (WSAP) and the Pedagogical Practices for Learning (PP4L), and plans to explore these further with teachers. Staff detail how inquiry learning is an approach being investigated through staffroom conversations. The principal speaks of commencing discussions with teachers about pedagogy to establish a shared understanding and language, and build knowledge of the 3 principles.
- Some teachers comment they work with the principal using a lesson observation template to receive feedback on their use of chosen pedagogies. The principal comments they provide each teacher a copy of this feedback, and they seek to enhance this process and align it more to the chosen focus of PP4L.
- Many teachers share examples of student learning goals. They discuss how these goals are located on each student's desk and support them to build their understanding of their own learning and what they need to do to achieve success. Students proudly explain their learning goal and describe how teacher–student feedback on their learning aligns with the Knows and Dos for learning documented on the learning wall.
- The principal communicates how they work with teachers to develop consistent approaches to routines. Teachers discuss a daily 'morning review' where they work with students on 'drill and skill' techniques. The principal also discusses working on a bookwork policy to maintain consistent expectations for learning and lesson-specific routines to build students' automaticity in learning.
- The principal describes implementing aspects of Universal Design for Learning<sup>3</sup> (UDL) within teaching practices. They explain how a presenter engages with staff in working to redesign lesson structures aligned to the UDL philosophy.

### Improvement strategy

- **Formalise professional conversations about pedagogy, building a shared understanding and language, to support teachers' capability in implementing appropriate approaches for all learners.**

<sup>3</sup> Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. CAST Professional Publishing.

## Domain 9: Building school-community partnerships

### Affirmations

- Community partners speak of the school's positive culture and family feel. Staff and parents highlight the importance of partnering with the community to enhance experiences and resources for students.
- Many parents comment that staff go 'above and beyond' to ensure all students have access to learning and wellbeing support through various community connections.
- Members of the P&C executive speak positively of the close, productive relationships between school staff and the P&C. P&C members describe a strong working relationship with the school. They organise fundraising events with staff within the school and the wider community to support the range of learning and wellbeing initiatives.

### Key findings

- Community members articulate that the school has impressive expectations for student behaviour and respect that are reflected in the way students interact in the community and at events. Staff, parents and school community members speak of a range of opportunities for them to connect with the wider community through the Neighbourhood Centre, Fire Brigade and sporting clubs.
- The principal and teachers identify links with cluster schools for professional learning, moderation, and sports carnivals. They highlight the challenges of distance and available supply teachers in providing face-to-face collaborative opportunities for teachers.
- The principal of the local high school articulates that the relationship between the schools is strong and they attend a number of events at the primary school and together in the community throughout the year. Leaders of the primary and secondary schools express a desire to further their partnerships to support staff in working together to assist transitions.
- Community partners express appreciation for the principal's and staff's active engagement in community events. Parents articulate that staff members' active involvement demonstrates how the school values community links. Parents and community partners describe positive participation from staff and students in community events such as sports carnivals, Anzac Day services, Day for Daniel, sporting events and fundraising for charities. Students comment they enjoy attending events and helping in the local community.
- Some teachers communicate that they connect with local businesses and environments as part of their curriculum programs. They explain how these connections support student involvement in learning and improve outcomes. Some staff comment that a review of community partnerships to monitor their impact on student learning may assist in supporting student engagement opportunities.
- The principal, staff and parents identify a range of platforms used to communicate with parents and the wider community, including Facebook, email and newsletters. Parents describe staff as approachable and friendly, and comment there is clear communication between the school and home.
- Staff describe active involvement with the Rural and Remote Education Access Program (RREAP), which helps to fund a cluster PD support camp.

### Improvement strategies

- Expand the partnership between primary and secondary staff to enhance transition processes through sharing of knowledge and transition events.
- Collaboratively review community partnerships to determine their sustainability and monitor their impact on student learning.

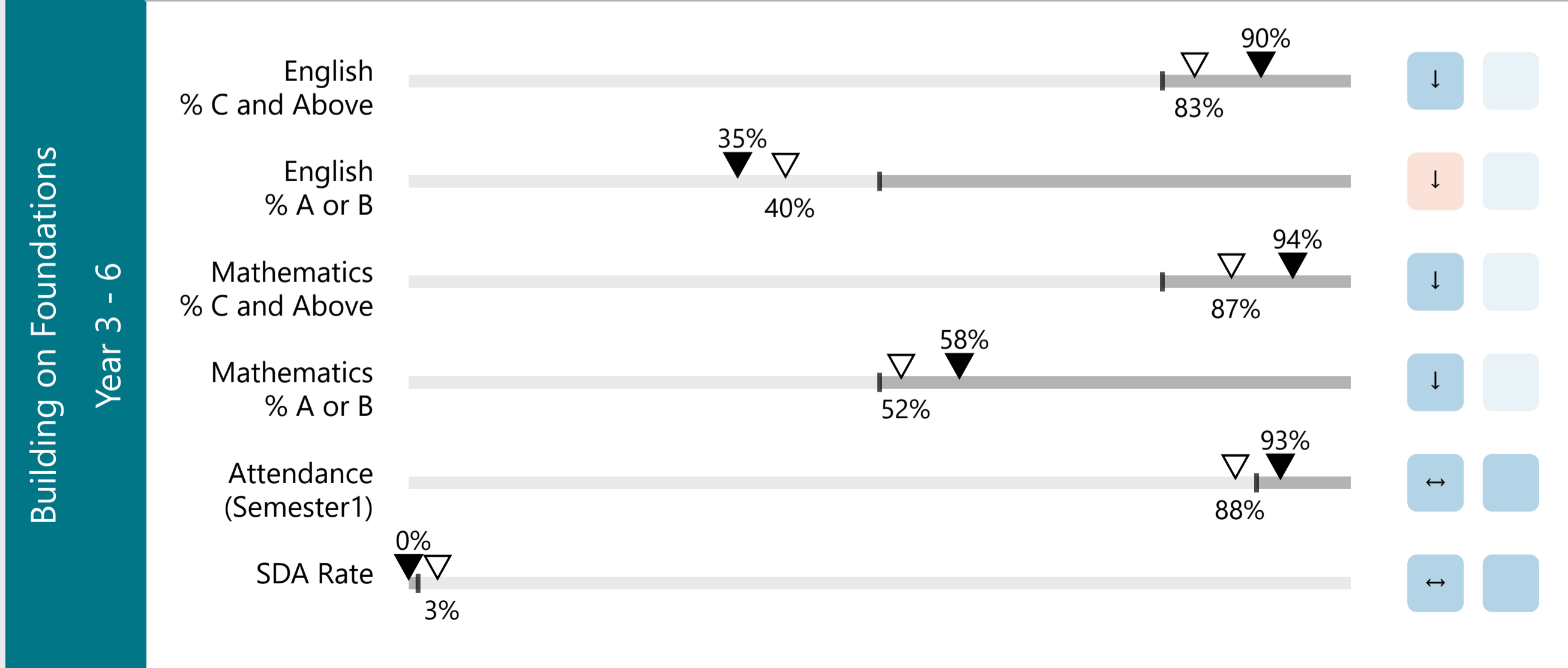
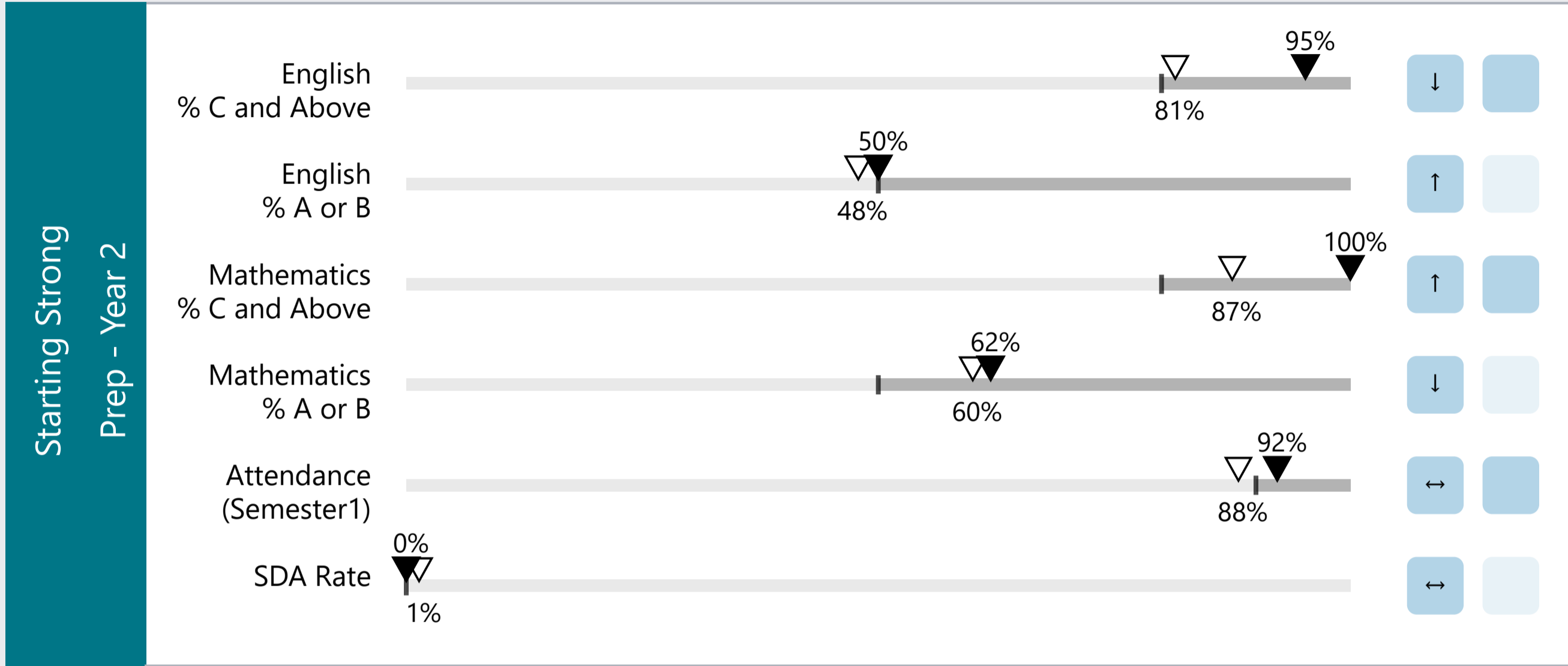




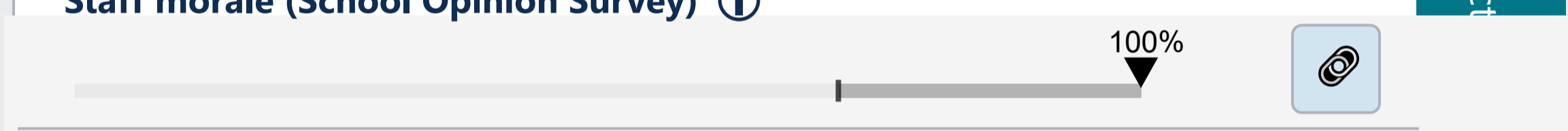
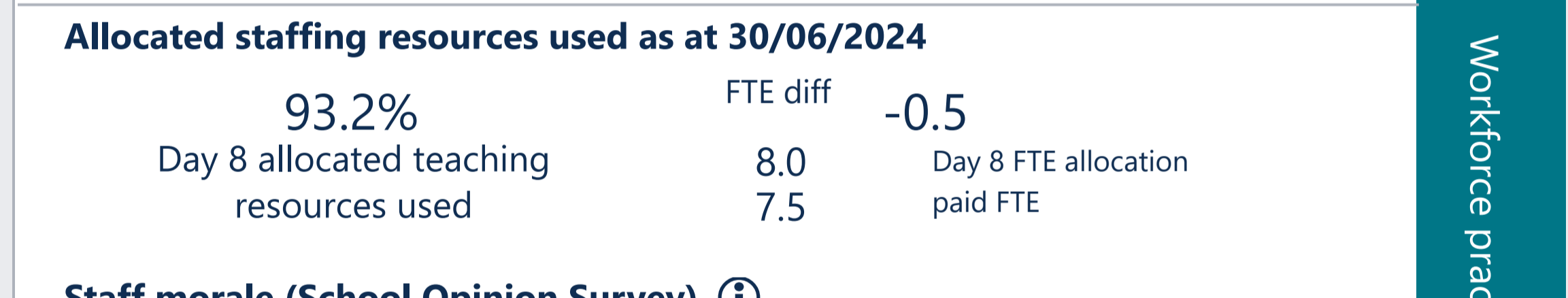
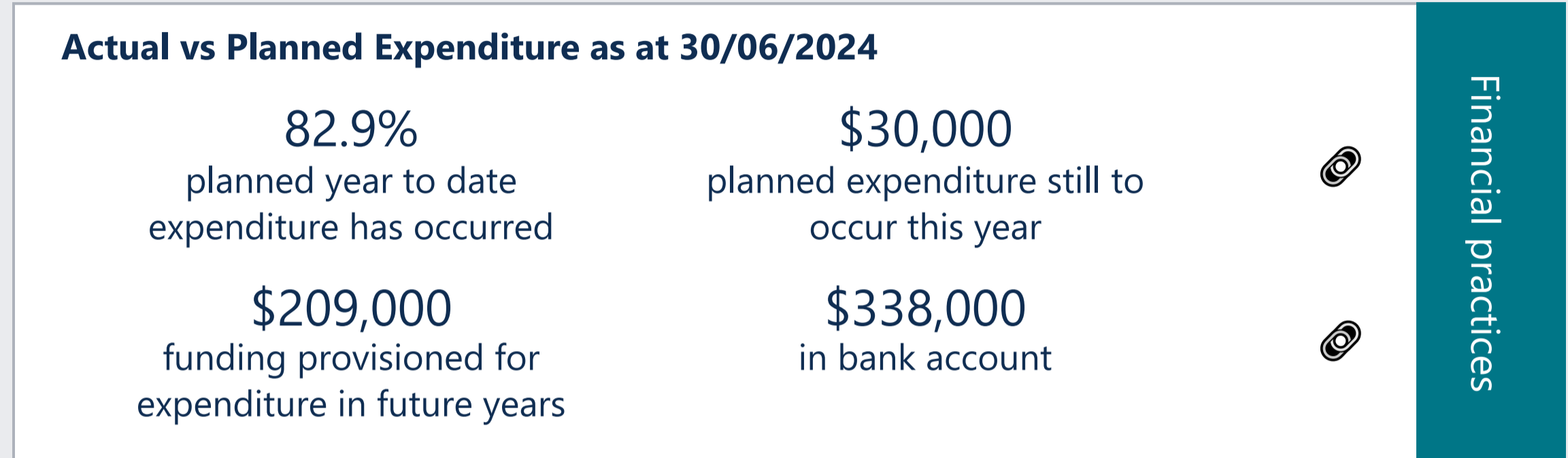
ICSEA <b>938</b>	Total Students <b>115</b>	First Nations Students <b>13</b>	Students With Disability <b>28</b>	Students In Care <b>1</b>	School Monto State School
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Student Performance

Actual Relative Governance



Legend ▼ Actual Performance ▽ Relative Comparison | Statewide Target

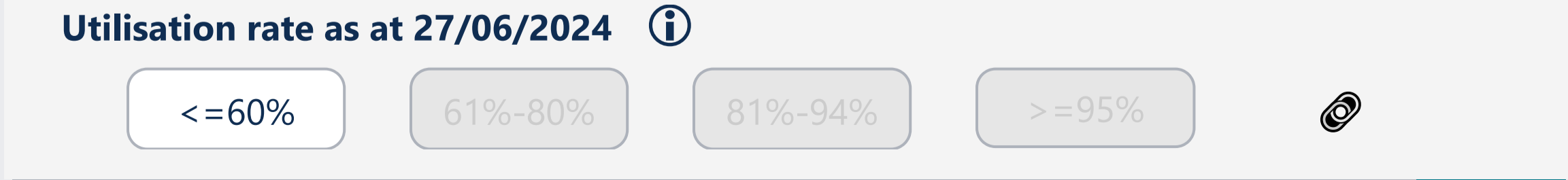


**Completion of annual safety assessment** YES NO 24/05/2024



**School audit rating as at 30/06/2024** This visual does not support exporting.

Self Manage Support Priority Support



Financial practices  
Workforce practices