Montville State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Contact information

Postal address	Main Street Montville 4560
Phone	(07) 5452 1333
Fax	(07) 5452 1300
Email	principal@montvilless.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Adam Montgomery –Principal Montville State School

From the Principal

The 2018 Annual Report will outline the progress of Montville State School and the future direction it's moving towards. Information is based on the NAPLAN Year 3 and 5 tests, Whole School Review, School Opinion Surveys and the Annual Improvement Plan.

School Progress towards its goals in 2018

The key areas for improvement as defined in the Annual School Implementation Plan for 2018 were Reading and Community Engagement.

Throughout 2018 we developed and enacted a number of key documents including The Montville State School Reading Framework and The Montville State School Parent and Community Engagement Framework

Future Outlook

This year we continue to focus on Reading and Community Engagement

Our targets for 2019

- 80% of our students to achieve a C or better in English.
- 80% of our students attaining reading levels equal to or greater than North Coast region Targets.
- 50% of Year 3 students in the Upper 2 bands NAPLAN Reading
- 50% of Year 5 students in the Upper 2 Bands NAPLAN Reading

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	128	94	89
Girls	48	39	37
Boys	80	55	52
Indigenous	2		2
Enrolment continuity (Feb. – Nov.)	91%	75%	91%

Notes:

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

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

Characteristics of the student body

Overview

Montville State School students are drawn from the surrounding areas of Montville, Hunchy, Dulong, Flaxton, Maleny and surrounding areas. There is also a large portion of students that travel from further away. These areas include Witta, Reeseville, Obi Obi Valley, Eudlo and Nambour.

A high percentage of students continue their enrolment from Prep to Year Six at Montville State School. Our students represent a range of cultural, religious and ethnic backgrounds, and come from a balance of rural and urban neighbourhoods.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	17	19	19
Year 4 – Year 6	21	22	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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

Curriculum delivery

Montville State School is a small school and is able to provide quality individualised instruction and learning opportunities in a supportive and caring environment. The school has a demonstrated history of academic achievement and positive learning outcomes.

As well as the regular key learning areas, Montville State School offers:
· Environmental Education
· Stephanie Alexander Kitchen Garden Program
· Instrumental Music
· Regular excursions (curriculum related)
· Athletics, team sports, swimming and surf-awareness programs
· Interschool sport involving other small schools.
· Inter-house sports days – athletics, cross country, ball games,
· Annual Art Gallery
· End of Year Concert

Co-curricular Activities

·Class excursions
· Year 6 Leadership Program
· End of year concert
· 80's Dance
· Sports e.g. League Tag, Cricket, Volleyball, soccer
· Advanced Instrumental Music Camp
· Instrumental Music participation in Eisteddfod and 'Fanfare' Band competitions
· Instrumental Music combined band and workshops
· Book Week
· Easter Hat Parade
· Student Participation in monthly Montville Markets enhancing community links
· Tennis Lessons (private)
· Piano Lessons (private)

How information and communication technologies are used to assist learning

The school curriculum allows students to access computers in order to perform research, publish texts, create presentations, practise literacy and numeracy skills and access the curriculum.

- Computers in every class room and a computer lab for all students to access.
- Access to digital cameras
- Bank of laptop computers
- Access to iPads (20)
- Networked internet access in all buildings.
- Data projectors used to model computer skills

Social climate

Overview

Montville State School is committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.

The rights of all students to learn; The rights of teachers to teach; The rights of all to be safe.

100% of parents saying that they feel Montville State School is a safe place. Our students work together Caring for Themselves, Others and The Environment.

At Montville State School, we utilise our Student Welfare Worker to help support and implement a range of programs that support our students' behaviour, health and wellbeing.

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	71%	100%
• this is a good school (S2035)	94%	76%	100%
• their child likes being at this school* (S2001)	94%	90%	100%
• their child feels safe at this school* (S2002)	100%	90%	100%
• their child's learning needs are being met at this school* (S2003)	94%	81%	100%
• their child is making good progress at this school* (S2004)	94%	76%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	86%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	71%	100%
• teachers at this school motivate their child to learn* (S2007)	88%	76%	100%
• teachers at this school treat students fairly* (S2008)	88%	76%	100%
• they can talk to their child's teachers about their concerns* (S2009)	76%	81%	100%
• this school works with them to support their child's learning* (S2010)	82%	81%	100%
• this school takes parents' opinions seriously* (S2011)	71%	71%	100%
• student behaviour is well managed at this school* (S2012)	94%	81%	100%
• this school looks for ways to improve* (S2013)	76%	81%	100%
• this school is well maintained* (S2014)	88%	95%	94%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	89%	100%
• they like being at their school* (S2036)	95%	91%	98%
• they feel safe at their school* (S2037)	93%	91%	100%
• their teachers motivate them to learn* (S2038)	95%	97%	100%
• their teachers expect them to do their best* (S2039)	100%	94%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	79%	93%
• teachers treat students fairly at their school* (S2041)	88%	82%	98%
• they can talk to their teachers about their concerns* (S2042)	88%	85%	79%
• their school takes students' opinions seriously* (S2043)	88%	94%	87%
• student behaviour is well managed at their school* (S2044)	91%	82%	95%
• their school looks for ways to improve* (S2045)	96%	91%	98%
• their school is well maintained* (S2046)	97%	85%	100%
• their school gives them opportunities to do interesting things* (S2047)	90%	91%	95%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	80%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	80%	100%
• they receive useful feedback about their work at their school (S2071)	73%	80%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	93%	100%
• staff are well supported at their school (S2075)	73%	60%	100%
• their school takes staff opinions seriously (S2076)	73%	67%	100%
• their school looks for ways to improve (S2077)	100%	87%	100%
• their school is well maintained (S2078)	82%	87%	100%
• their school gives them opportunities to do interesting things (S2079)	91%	93%	100%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

At Montville State School our parents are welcome to be involved in the life of our students in a variety of ways. Some of the Prep to Year 3 parents listen to children read every morning, while others volunteer as experts in their field e.g. music, dance, science, tuck-shop, home baking, kitchen lessons and gardening.

The majority of parent and community engagement in the upper school is via our Stephanie Alexander Kitchen Garden Program. This offers parents the chance to see, work and support our students in our wonderful program.
Parents are welcome to attend parade at the end of each week, to participate in class and school events such as sports days, dances, concerts and class presentation sessions. All parents are invited to attend class curriculum information sessions and parent/teacher interviews. We provide information to parents via our fortnightly newsletter, regular SMS updates and at our weekly assemblies held every Friday followed by a shared afternoon tea.

Respectful relationships education programs

Montville State School has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Throughout the year, our Student Welfare Worker provides programs to students across the school.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	2	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

Montville State School has 2 solar systems and tank water for all water needs. In 2017 the Montville P&C was successful in applying for a grant to install reverse-cycle air-conditioners in every classroom. In 2018 the shared learning areas had had these installed. These negate the need to run less-efficient bar heaters through the colder months.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	43,576	1,008	39,100
Water (kL)			

Note:

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

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

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	10	9	0
Full-time equivalents	6	4	0

*Teaching staff includes School Leaders.

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

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	9
Diploma	
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $11 800

The major professional development initiatives are as follows:

- Unpacking Australian Curriculum demands in English
- Effective teaching of reading
- Coaching and feedback sessions for teachers
- First Aid/ Anaphylaxis / Asthma training
- TA training to deliver Daily Rapid Reading

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 80% of staff were retained by the school for the entire 2018.

Key student outcomes

Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	90%	91%
Attendance rate for Indigenous** students at this school	91%	80%	95%

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

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

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

Year level	2016	2017	2018
Prep	90%	92%	92%
Year 1	90%	87%	91%
Year 2	93%	91%	88%
Year 3	94%	89%	92%
Year 4	93%	91%	88%
Year 5	93%	91%	92%
Year 6	94%	91%	93%

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

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate
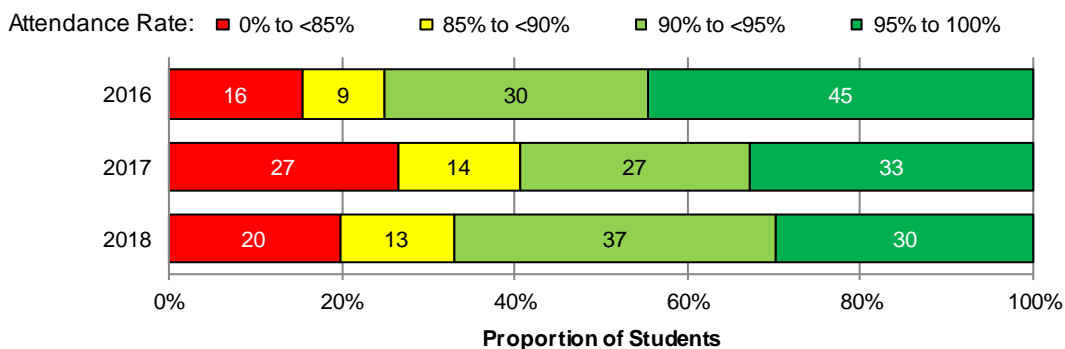
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll*

Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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

Absences are followed up at Montville State School using an absence line and same day SMS messaging. If parents have not contacted the school all absences are followed up by phone call.
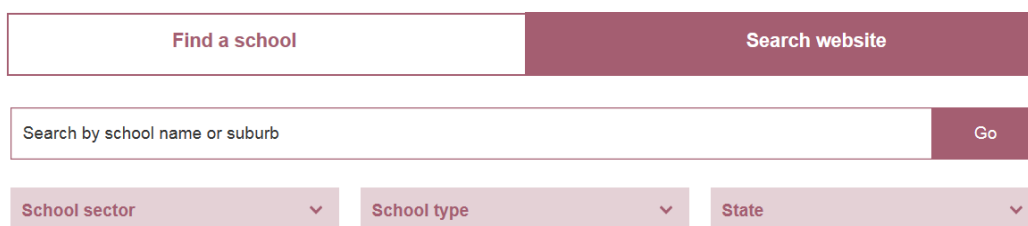
Strategies to improve attendance –
- Average school attendance announced on assembly and in the newsletter.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.