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Principal's foreword

Introduction

Montville State School is an excellent school with a wonderful reputation in the community. During 2013, we continued to live up to our school motto of 'Together We Learn' as we worked towards achieving our school goals and those of Education Queensland.

Montville is a true community school with very strong relationships between students, staff, parents and the wider community. We all work together to provide the best possible learning outcomes for each student as well as providing a safe, happy and caring environment for the whole school community.

School progress towards its goals in 2013

| School Priority | Progress made on these priorities. |
|---|--|
| Priority 1: School & community partnerships | <p><i>Montville State School has been working with our local Secondary Schools to develop communication, strategies and protocols for 6/7 transition in 2015</i></p> <p><i>Parent and Community Engagement Strategy has been partially completed/implemented in 2013 and is expected to be completed in 2014.</i></p> |
| Priority 2: School Curriculum | <p><i>Staff have successfully implemented the new Australian Curriculum (ACARA) in the areas of English, Maths, Science and History and prepared for the introduction of Geography in 2014.</i></p> <p><i>Literacy was a key focus with the introduction of reading comprehension strategy QAR across the school focusing on inferential comprehension.</i></p> <p><i>All teachers participated in professional development in how to teach inferential questions to improve the performance of all students in reading comprehension through an explicit focus on direct teaching of comprehension through differentiation. This strategy will be further enhanced in 2014 with all teachers participating in further professional development in the teaching of reading.</i></p> <p><i>Staff have been trained and have implemented ASot Design Question 6 and Design Question 3.</i></p> |

| | |
|--|--|
| Priority 3: <i>Teaching Practice</i> | <i>A Curriculum Framework based on ASoT has been developed and implemented school wide.</i> |
| Priority 4: Principal Leadership and School Capability | <i>Professional Development Frameworks have been developed for all staff members.</i> <i>We are continuing on implementing the strategies from our 2013 internal audit.</i> |

Future outlook

The key areas for improvement as defined in the School Implementation Plan for 2014 include:

ACARA

- *Embedding English, Mathematics, Science and History (National Curriculum) and trial Geography.*
- *Familiarising staff with the curriculum area "The Arts" using the C2C resource during term 4, 2014.*
- *Implement the North Coast Region: "A Guide to School Based Assessment Tools and Year Level Expectations".*

Literacy Priority

- *Embed a balanced reading program.*
- *Embed a shared understanding and pedagogical practice of the 5 reading procedures.*
- *Align reading framework to Pearson's Gradual Release of Responsibility Model.*
- *Ensure the 5 aspects of reading are explicitly addressed.*
- *Continue the use of a variety of teaching processes and resources to support the development of the literacy skill of inference.*
- *Embed comprehension strategies into the reading procedures.*
- *Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback.*

Develop a balanced writing program

- *Develop a shared understanding and pedagogical practice of the 4 writing procedures.*
- *Embed Sheena Cameron writing strategies into the writing procedures.*
- *Align writing pedagogy to Pearson's Gradual Release of Responsibility Model.*
- *Continue the use of a variety of teaching processes and resources e.g. 7 Steps to Writing.*

Numeracy Priority

- *Embed Numeracy Rich Routines that address key aspects of number as identified through NAPLAN and internal data sources.*
- *With PEAAC support and cluster opportunities (Best Practice Networks), develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics.*
- *Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.*
- *Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation.*

- *Practice and deepen number facts*

Upper 2 Bands Priority

- *Ensure a variety of processes are in place for the identification of possible U2B students (process to begin in Prep)*
- *Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, On Line Upper 2 Band Project, UNSW testing, stars & cars) Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations*

Moderation

- *Develop opportunity for inter and intra moderation processes ensuring sound assessment practice*

NAPLAN Strategy

- *Complete a thorough interrogation of NAPLAN data - 2012 / 2013 in preparation for 2014 NAPLAN*
- *Develop a NAPLAN action strategy with a focus on improving Reading, Numeracy and U2B*

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2013: **Prep Year - Year 7**

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2011 | 160 | 92 | 68 | 94% |
| 2012 | 177 | 97 | 80 | 92% |
| 2013 | 172 | 83 | 89 | 87% |

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

Characteristics of the student body:

Montville State School students are drawn from the surrounding areas of Montville, Hunchy, Dulong, Maleny and surrounding areas. The student body is made up of a statistically even number of female to male students. A high percentage of students continue their enrolment from Prep to year seven 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

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| Prep – Year 3 | 20 | 17 | 18 |
| Year 4 – Year 7 Primary | 26 | 21 | 24 |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|-----------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| | | | |

| | | | |
|---------------------------------|---|---|---|
| Short Suspensions - 1 to 5 days | 0 | 2 | 0 |
| Long Suspensions - 6 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Curriculum offerings

Our distinctive curriculum offerings

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:

- *Virtues*
- *Environmental Science (Permaculture Garden)*
- *Stephanie Alexander Kitchen Garden Program*
- *Instrumental Music*
- *Voices on the Coast*
- *Regular excursions e.g. Queensland Museum, Science Centre, University of Queensland*
- *Athletics, team sports, swimming and surf-awareness programs*
- *Interschool sport involving other small schools.*
- *Inter-house Sports Day – athletics and cross country*
- *Annual Art Gallery*

Extra curricula activities

- *Class excursions designed to support curriculum programs*
- *Year 7 Leadership Program*
- *Anti-Idol performance*
- *Bush Dance*
- *Permaculture classes assisted by parents for all year levels*
- *After school classes in tennis and piano*
- *Sports e.g. League Tag*
- *Mathematics Tournament participation*
- *Voices on the Coast participation*
- *Family Planning Association and Life Education visits*
- *Advanced Instrumental Music Camp*
- *Instrumental Music participation in Eisteddfod and 'Fanfare' Band competitions*
- *Readers Cup participation*
- *ICAS competitions for interested students*
- *Book Week*
- *Easter Hat Parade*
- *Montville Kids Club meets weekly in community hall*
- *Student Participation in monthly Montville Markets enhancing community links*
- *Drama Club*
- *Tennis Lessons*
- *Piano Lessons*

How Information and Communication Technologies are used to assist learning

All students at Montville State School have access to a range of technology. Computer mini-labs have been established within each classroom building and in the resource room so the students can use them as a tool for creativity, research or specific skill development across the curriculum. The computer laboratory and all classrooms are equipped with smart boards. The school currently has access to over 24 iPads and 6 laptops for small group use in learning support or in classrooms. Students also have access to other technologies such as digital cameras, scanners and digital video cameras throughout their daily curriculum.

Classrooms and the computer laboratory are fully networked, with access to the internet and a diverse range of educational, multiliteracy software and multimedia programs. Students can access programs that help promote fine motor skills, hand-eye coordination, problem solving, thinking and team building skills. They publish stories, complete research, create digital presentations and present assessment items in a variety of formats. We cater for a variety of learning styles through the use of computers across the curriculum. Staff improve their knowledge and understanding of ICT by accessing professional development at various seminars and workshops and also online.

Social climate

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. At Montville State School, we value a rich creative learning environment that develops a strong sense of self and resilience. Our engagement in academic, artistic, physical, spiritual, environmental and social activities assists us to thrive in our ever-changing multi-cultural society.

With 100% of parents saying that they feel Montville State School is a safe place and 96% of students like being at our school, our “zero tolerance” attitude to bullying, and encourage parents and students to report bullying so that it can be investigated quickly works well.

Parent, student and staff satisfaction with the school

Parents, students and staff are very satisfied with the school environment. Our students indicate that they are very happy with their education and the opportunities afforded them to participate in a range of extension and extra-curricular activities.

Performance measure (Nationally agreed items shown*)

| Percentage of parents/caregivers who agree that: | 2012 | 2013 |
|---|------|------|
| their child is getting a good education at school (S2016) | 95% | 92% |
| this is a good school (S2035) | 100% | 92% |
| their child likes being at this school* (S2001) | 87% | 96% |
| their child feels safe at this school* (S2002) | 96% | 100% |
| their child's learning needs are being met at this school* (S2003) | 96% | 92% |
| their child is making good progress at this school* (S2004) | 96% | 92% |
| teachers at this school expect their child to do his or her best* (S2005) | 96% | 96% |

| | | |
|--|-----|------|
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 87% | 85% |
| teachers at this school motivate their child to learn* (S2007) | 96% | 85% |
| teachers at this school treat students fairly* (S2008) | 91% | 92% |
| they can talk to their child's teachers about their concerns* (S2009) | 95% | 88% |
| this school works with them to support their child's learning* (S2010) | 87% | 88% |
| this school takes parents' opinions seriously* (S2011) | 91% | 86% |
| student behaviour is well managed at this school* (S2012) | 95% | 88% |
| this school looks for ways to improve* (S2013) | 90% | 92% |
| this school is well maintained* (S2014) | 91% | 100% |

Performance measure (Nationally agreed items shown*)

| Percentage of students who agree that: | 2012 | 2013 |
|---|------|------|
| they are getting a good education at school (S2048) | 97% | 93% |
| they like being at their school* (S2036) | 97% | 91% |
| they feel safe at their school* (S2037) | 97% | 93% |
| their teachers motivate them to learn* (S2038) | 100% | 89% |
| their teachers expect them to do their best* (S2039) | 100% | 98% |
| their teachers provide them with useful feedback about their school work* (S2040) | 100% | 91% |
| teachers treat students fairly at their school* (S2041) | 95% | 84% |
| they can talk to their teachers about their concerns* (S2042) | 100% | 76% |
| their school takes students' opinions seriously* (S2043) | 100% | 84% |
| student behaviour is well managed at their school* (S2044) | 97% | 84% |
| their school looks for ways to improve* (S2045) | 95% | 93% |
| their school is well maintained* (S2046) | 97% | 93% |
| their school gives them opportunities to do interesting things* (S2047) | 95% | 93% |

Performance measure

| Percentage of school staff who agree that: | 2013 |
|---|------|
| they enjoy working at their school (S2069) | 90% |
| they feel that their school is a safe place in which to work (S2070) | 100% |
| they receive useful feedback about their work at their school (S2071) | 90% |
| students are encouraged to do their best at their school (S2072) | 100% |
| students are treated fairly at their school (S2073) | 100% |
| student behaviour is well managed at their school (S2074) | 100% |
| staff are well supported at their school (S2075) | 100% |
| their school takes staff opinions seriously (S2076) | 100% |
| their school looks for ways to improve (S2077) | 100% |

| | |
|---|------|
| their school is well maintained (S2078) | 100% |
|---|------|

| | |
|--|------|
| their school gives them opportunities to do interesting things (S2079) | 100% |
|--|------|

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

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to 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 parents are welcome to be involved in the life of Montville State School 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, tuckshop, home baking, kitchen lessons and gardening.

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.

Reducing the school's environmental footprint

Montville State School relies on tank and dam (toilets only) water. During 2013, the handles were taken off outside taps to stop students wasting tank water over cleaning sinks. Students are encouraged to bring a bottle of drinking water to school and this can be refilled from tanks which have filters installed. Teachers are encouraged to ensure all equipment which draws on electrical power is turned off when not in use.

In recent years, through government grants, the school has installed two solar systems. These installations have reduced our use of mains power as per the table below.

| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2010-2011 | 51,097 | 0 |
| 2011-2012 | 16,196 | 0 |
| 2012-2013 | 34,603 | 0 |

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

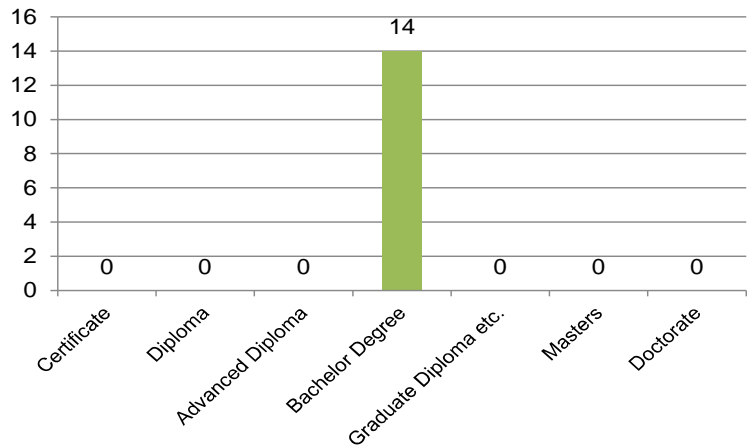
Our staff profile

Staff composition, including Indigenous staff

| 2013 Workforce Composition | Teaching Staff * | Non-teaching Staff | Indigenous Staff |
|----------------------------|------------------|--------------------|------------------|
| Headcounts | 14 | 8 | 0 |
| Full-time equivalents | 10 | 5 | 0 |

Qualifications of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 0 |
| Advanced Diploma | 0 |
| Bachelor Degree | 14 |
| Graduate Diploma etc. | 0 |
| Masters | 0 |
| Doctorate | 0 |
| Total | 14 |



* 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 2013 were \$8073.06.

The major professional development initiatives are as follows:

In-school PD: First aid, code of conduct, student protection, literacy, numeracy and science curriculum development.

Out of school PD: Workshops/conferences in leadership, ASoT, Ipad management,

Our staff profile

ICT, Science, Literacy, Maths, Australian Curriculum and Behaviour Management.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

| Average staff attendance | 2011 | 2012 | 2013 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 97% | 96% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 81% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

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

Performance of our students

Key student outcomes

| Student attendance | 2011 | 2012 | 2013 |
|---|-------------|-------------|-------------|
| The overall attendance rate for the students at this school (shown as a percentage). | 92% | 91% | 91% |
| The overall attendance rate in 2013 for all Queensland state Primary schools was 92%. | | | |

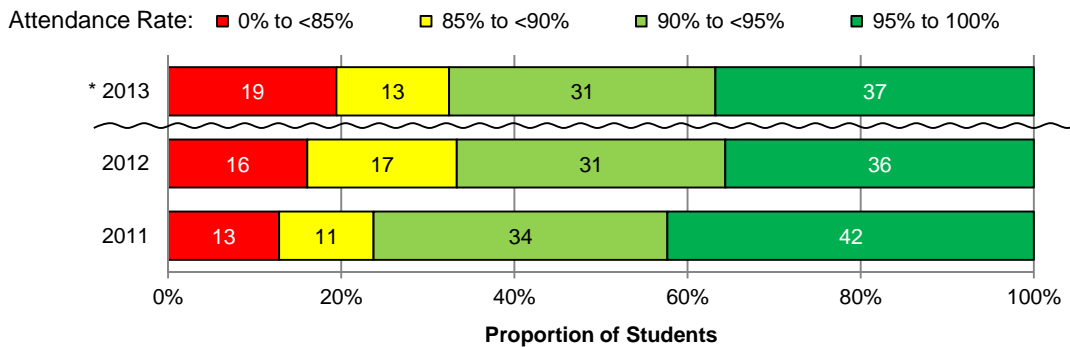
Student attendance rate for each year level (shown as a percentage)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2011 | 93% | 93% | 91% | 94% | 92% | 94% | 96% | | | | | |
| 2012 | 88% | 89% | 93% | 89% | 92% | 93% | 92% | | | | | |
| 2013 | 92% | 93% | 91% | 94% | 90% | 90% | 91% | | | | | |

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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

Description of how non-attendance is managed by the school

Performance of our students

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Montville State School, class rolls are marked at the beginning of the morning and afternoon sessions. If students arrive after the beginning of the first session they are required to report to the office to obtain a "late" slip and sign their child in. Parents are asked to report student absences via the dedicated student absentee email, a phone call or note to the teacher, giving a reason for the absence which is then recorded according to departmental guidelines. If a student is absent for three days without explanation, attempts are made to contact the parents by telephone or email.

At the end of each semester, detail attendance reports are sent home, requesting parents check and audit all unexplained absences

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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and an orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with two options: "Government" (selected) and "Non-government", and an orange "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

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