

Montville State School

Queensland State School Reporting

2014 School Annual Report



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

Introduction

Montville State School is an excellent school with a wonderful reputation in the community. During 2014, 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 State School 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 and every student. It is a safe, happy and caring environment for the whole school community.

School progress towards its goals in 2014

Successful Learners

Staff have successfully implemented the new Australian Curriculum (ACARA) in the areas of English, Maths, Science, History and Geography in 2014. In preparation for the Arts and Technology in 2015.

All teachers participated in professional development in differentiation and implementation strategies within the classroom.

Staff at Montville begin undertaking a whole school review and training in the area of reading. This strategy will be further enhanced in 2015 with all teachers participating in and continuing their professional development future.

U2B: A variety of activities are in place to identify students capable of operating in the Upper 2 Bands including involvement in special programs offered by Brisbane School of Distance Education. The focus on Literacy and Numeracy has also encompassed the needs of these learners.

Great People	<i>A performance review process was implemented for all staff, identifying areas of strength, areas for professional learning and career aspirations. The Workplace Health and Safety committee monitors staff and personal wellbeing as well as providing guest speakers who promote various aspects of personal self-care.</i>
Empowerment	<i>Montville State School has progressed through ASOT and implemented our Curriculum Framework within all year levels. ASOT and Curriculum Framework will continue to be monitored and</i>
Engaged Partners	<p><i>We recognised the significance of 2014 being the last year at primary school for our Year 6 and 7 class, ensuring that these students participated in excursions and activities normally reserved for the senior class in the school e.g. Leadership camps, Graduation, Seniors shirts, etc.</i></p> <p><i>We have also liaised with our feeder Secondary Schools to support the transition to high school in 2015.</i></p> <p><i>In late 2013, our school community developed a volunteer induction kit for implementation in 2014. This process has worked well and will be reviewed in 2015 for further updates.</i></p>
High Standards	<i>Montville State School has exceeded in meeting our high standards in many areas. From the implementation of our previous Curriculum Teaching and Learning/ Discipline Audit and Internal Audit, to our high achieving School opinion survey.</i>

Future outlook

The key areas for improvement as defined in the School Implementation Plan for 2015 include Reading, Numeracy, U2B and attendance.

Montville State School has budgeted for teacher professional learning and relevant resources to support the work of the Curriculum Coordinator.

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	177	97	80	92%
2013	172	83	89	87%
2014	167	83	84	93%

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, Flaxton, 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		
	2012	2013	2014
Prep – Year 3	17	18	22
Year 4 – Year 7 Primary	21	24	21
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	2	0	2
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

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 6/7 Leadership Program*
- *End of year concert*
- *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 97% of students feel safe 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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	95%	92%	87%
this is a good school (S2035)	100%	92%	100%
their child likes being at this school* (S2001)	87%	96%	100%
their child feels safe at this school* (S2002)	96%	100%	100%
their child's learning needs are being met at this school* (S2003)	96%	92%	87%
their child is making good progress at this school* (S2004)	96%	92%	100%
teachers at this school expect their child to do his or her best* (S2005)	96%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	85%	87%
teachers at this school motivate their child to learn* (S2007)	96%	85%	100%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
teachers at this school treat students fairly* (S2008)	91%	92%	87%
they can talk to their child's teachers about their concerns* (S2009)	95%	88%	100%
this school works with them to support their child's learning* (S2010)	87%	88%	87%
this school takes parents' opinions seriously* (S2011)	91%	86%	80%
student behaviour is well managed at this school* (S2012)	95%	88%	93%
this school looks for ways to improve* (S2013)	90%	92%	87%
this school is well maintained* (S2014)	91%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	93%	97%
they like being at their school* (S2036)	97%	91%	91%
they feel safe at their school* (S2037)	97%	93%	97%
their teachers motivate them to learn* (S2038)	100%	89%	97%
their teachers expect them to do their best* (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	91%	94%
teachers treat students fairly at their school* (S2041)	95%	84%	90%
they can talk to their teachers about their concerns* (S2042)	100%	76%	91%
their school takes students' opinions seriously* (S2043)	100%	84%	91%
student behaviour is well managed at their school* (S2044)	97%	84%	97%
their school looks for ways to improve* (S2045)	95%	93%	100%
their school is well maintained* (S2046)	97%	93%	100%
their school gives them opportunities to do interesting things* (S2047)	95%	93%	94%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		90%	94%
they feel that their school is a safe place in which to work (S2070)		100%	94%
they receive useful feedback about their work at their school (S2071)		90%	78%
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%	89%
staff are well supported at their school (S2075)		100%	78%
their school takes staff opinions seriously (S2076)		100%	82%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
their school looks for ways to improve (S2077)		100%	89%
their school is well maintained (S2078)		100%	94%
their school gives them opportunities to do interesting things (S2079)		100%	100%

* 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

At Montville State School 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. 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.

In 2014, Montville State School Student Council members had a major push to reduce, reuse and recycle. By removing all bins from around the school, this has led to reducing how many garbage bins get picked up each week. Increasingly, students are beginning to bring more non packaged foods to school.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	16,196	0
2012-2013	34,603	0
2013-2014	33,146	0

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.

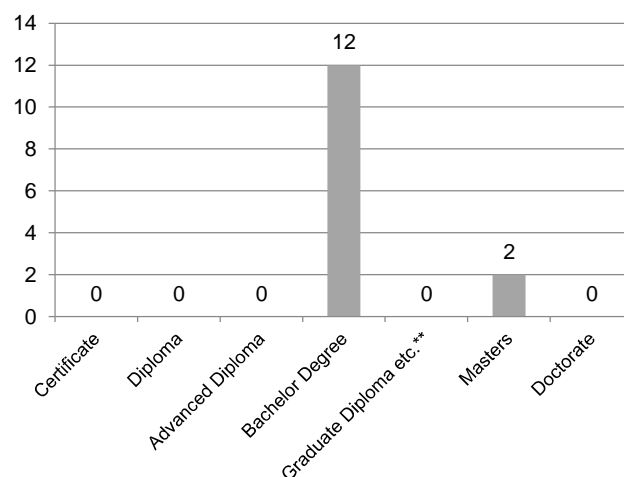
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	14	9	0
Full-time equivalents	10	5	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	12
Graduate Diploma etc.**	0
Masters	2
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 2014 were \$8436.90

The major professional development initiatives are as follows:

First aid, code of conduct, student protection, reading, differentiation and curriculum development.

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%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% 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

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 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

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

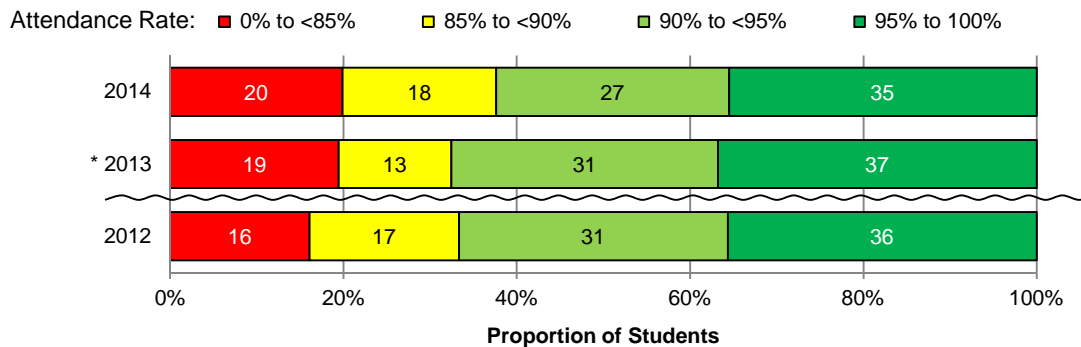
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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	88%	89%	93%	89%	92%	93%	92%					
2013	92%	93%	91%	94%	90%	90%	91%					
2014	88%	92%	91%	89%	91%	92%	92%					

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 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.

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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.

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