Montville State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

Montville State School is an excellent school with a wonderful reputation of providing an individualised curriculum within a small school setting. During 2015, 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 2015.

Reading	Reading continued to be one of our 2015 priorities, with teachers and teacher aides being trained in the implementation of a balanced, research-based reading program using Sheena Cameron and the gradual release resources. A focus on the indepth teaching of reading and associated comprehension continues in 2016.
Numeracy	Teacher capacity to implement the National Curriculum was enhanced through research based professional learning, with resources being provided to support this implementation. North Coast Region diagnostic testing was introduced and is available to use each term to highlight areas for greater focus.
Upper 2 Bands	Given our relatively small cohorts, reporting the data for our achievements of students ranking in U2B for NAPLAN does not show particular trends. However, through our work in literacy and numeracy we are striving to push students achieving in the middle two bands into the upper two bands.

Attendance	In 2015, our goal was to have no unexplained absences. A review of our whole school procedures has ensured our school met that goal.

Future outlook

The key areas for improvement as defined in the School Implementation Plan for 2016 includes Reading, 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

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	172	83	89	1	87%
2014	167	83	84	3	93%
2015	133	60	73	1	93%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the student body:

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. The student body is made up of a statistically even number of female to male students, however in recent years, a there has been a noticeable increase in males attending Montville State School. 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

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3	18	22	20
Year 4 – Year 7 Primary	24	21	25

Phase	Average Class Size		
	2013	2014	2015
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
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

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to 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:
- Virtues
- Environmental Education
- Stephanie Alexander Kitchen Garden Program
- Instrumental Music
- Voices on the Coast
- Regular excursions (curriculum related)
- Athletics, team sports, swimming and surf-awareness programs
- Interschool sport involving other small schools.
- Inter-house Sports Day – athletics, cross country, ball games,
- Annual Art Gallery
- End of Year Concert

Extra curricula activities

Class excursions and all extra curricula activities are designed to support curriculum programs
- Year 6/7 Leadership Program
- End of year concert

- 60's Dance
- Student Council Discos
- Permaculture classes assisted by parents for all year levels
- After school classes in tennis and piano
- Sports e.g. League Tag, Cricket, Volleyball, etc
- 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
- Instrumental Music combined band and workshops
- Readers Cup participation
- ICAS competitions for interested students
- Book Week
- Easter Hat Parade
- Student Participation in monthly Montville Markets enhancing community links
- Tennis Lessons
- Piano Lessons
- Handball competitions
- Chess competitions

How Information and Communication Technologies are used to improve learning
All students at Montville State School have access to a range of technology. Computer minilabs 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 25 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, 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			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	92%	87%	83%
this is a good school (S2035)	92%	100%	83%
their child likes being at this school (S2001)	96%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	92%	87%	67%
their child is making good progress at this school (S2004)	92%	100%	83%
teachers at this school expect their child to do his or her best (S2005)	96%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	85%	87%	83%
teachers at this school motivate their child to learn (S2007)	85%	100%	67%
teachers at this school treat students fairly (S2008)	92%	87%	67%
they can talk to their child's teachers about their concerns (S2009)	88%	100%	100%
this school works with them to support their child's learning (S2010)	88%	87%	83%
this school takes parents' opinions seriously (S2011)	86%	80%	67%
student behaviour is well managed at this school (S2012)	88%	93%	83%
this school looks for ways to improve (S2013)	92%	87%	67%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	97%	96%
they like being at their school (S2036)	91%	91%	91%
they feel safe at their school (S2037)	93%	97%	90%
their teachers motivate them to learn (S2038)	89%	97%	94%
their teachers expect them to do their best (S2039)	98%	100%	94%
their teachers provide them with useful feedback about their school work (S2040)	91%	94%	87%
teachers treat students fairly at their school (S2041)	84%	90%	85%
they can talk to their teachers about their concerns (S2042)	76%	91%	82%
their school takes students' opinions seriously (S2043)	84%	91%	82%
student behaviour is well managed at their school (S2044)	84%	97%	88%
their school looks for ways to improve (S2045)	93%	100%	94%
their school is well maintained (S2046)	93%	100%	92%
their school gives them opportunities to do interesting things (S2047)	93%	94%	89%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	90%	94%	83%

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Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they feel that their school is a safe place in which to work (S2070)	100%	94%	92%
they receive useful feedback about their work at their school (S2071)	90%	78%	75%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	83%	86%
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%	89%	92%
staff are well supported at their school (S2075)	100%	78%	58%
their school takes staff opinions seriously (S2076)	100%	82%	58%
their school looks for ways to improve (S2077)	100%	89%	75%
their school is well maintained (S2078)	100%	94%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	83%

# '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, tuckshop, home baking, kitchen lessons and gardening.

The major parent and community engagement in the upper school is via our Stephanie Alexander Kitchen Garden Program. The 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.

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 electronic 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.

The Montville State School Student Council members have continually and actively supported the schools reduce, reuse and recycle program. 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
2012-2013	34,603	0
2013-2014	33,146	0

2014-2015	14,754

*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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	14	9	0
Full-time equivalents	9	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**
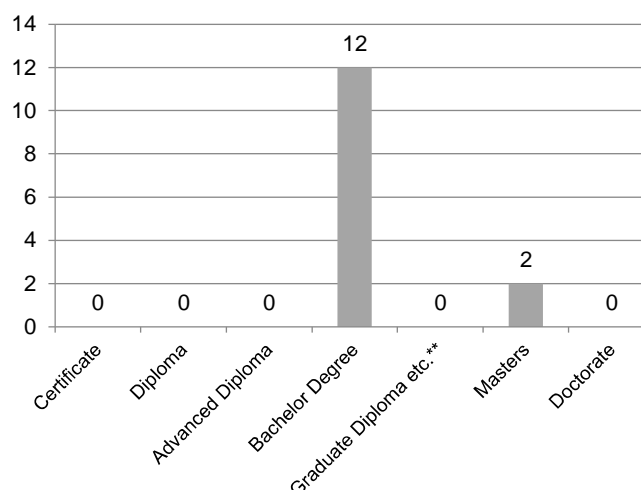
*Teaching staff includes School Leaders

**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 2015 were $14 366.73

The major professional development initiatives are as follows:

Senior First aid, Code of Conduct, Student Protection, Reading, Differentiation, Curriculum Development, Moderation and Asot.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 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.**

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	67%	88%	DW

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

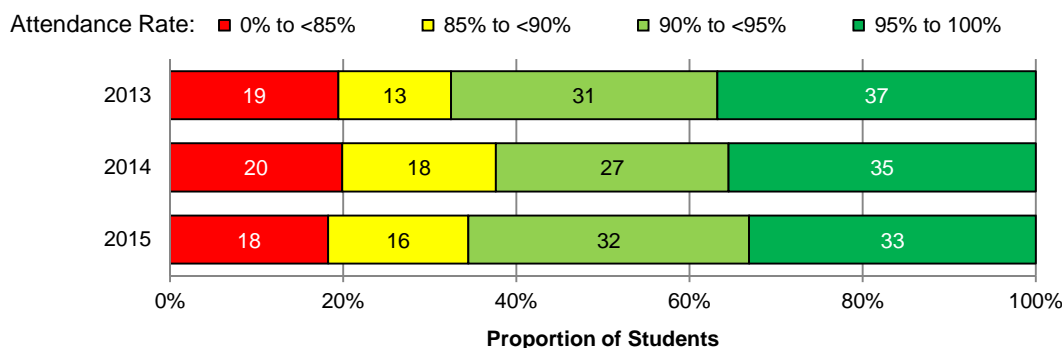### Student attendance rate for each year level (shown as a percentage)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	87%	92%	93%	91%	94%	90%	90%	91%					
2014	92%	88%	92%	91%	89%	91%	92%	92%					
2015	91%	90%	88%	88%	91%	92%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% □ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	19	13	31	37
2014	20	18	27	35
2015	18	16	32	33

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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 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.
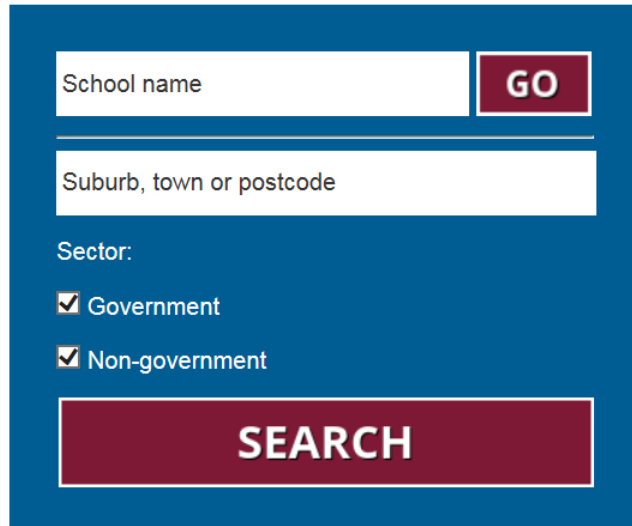
At Montville State School, class rolls are marked at the beginning of the morning and afternoon sessions. If students arrive after the beginning of the first session parents are required to report to the office to obtain a "late" slip and sign their child in. Parents are asked to report student absences 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.

In 2015, our administration team implemented tighter procedures with late arrivals and unexplained absences. If a parent has not notified the school that a child will/is absent for any reason, the school will call every day. If a student is absent for three days without explanation, the School Principal attempts to contact the parents by telephone or email. At the end of each semester, detail attendance reports about each child's attendance are sent home, certificates of recognition are given to all students with attendance above 90% for the term.

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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.**

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.