



Monto State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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## From the Principal

### School overview

Monto State High School is a small rural high school situated about two and a half hours west of Bundaberg. Monto SHS is a very large school with regard to area and always seeks to be environmentally responsible. The school was opened in 1965 and offers a wide ranging curriculum that caters well for diverse learning needs. The school engages very well with the local, regional and global communities. Vocational partnerships with local business are well established and offer strong opportunities and pathways for students. Academic results across all year levels have been consistently strong for many years, along with the behaviour and effort of its students. The school has a committed Parents and Citizens Association and has developed close links with its feeder primary schools in the area. The school is well known in the region for its ability to provide appropriate vocational pathways for its students. The school's extra-curricular program is extensive. This includes a strong sporting program and an active Arts scene. The community is supportive of its high school.

### School progress towards its goals in 2018

Annual Implementation Plan Priorities for 2018	Achieved	Comments
Whole School Writing Strategy developed and implemented	✓	Literacy Strategies Booklet developed for Years 7-12
Staff PD on Whole School Writing Strategy	✓	100% of teaching staff
QCAA Curriculum development for New QCE	✓	100% of teaching staff
ACARA review – development of ALL Junior Curriculum plans for alignment with ACARA	✓	Completed
All staff involved in Observation/Feedback and Profiling process	✓	Conducted each term

### Future outlook

Annual Implementation Plan Priorities for 2019	Target	Timeline
PLCs established to Research, Develop and implement a Whole of School Inclusive Education Strategy	100% of staff	Terms 1 - 4
All teachers engage in Differentiated Pedagogy PD to support Diverse Learners across the School	100% of teaching staff	Terms 1 - 4
Implement a professional development program to provide deeper knowledge and understanding of Collegial Coaching Practices to support Observation and Profiling processes	100% of Teaching Staff	Terms 1 - 4
Continue to build teacher capacity in developing curriculum plans, assessment and moderation processes across Junior and Senior Schools	100% of Teaching Staff	Terms 1 - 4
Investigate Academic Coaching to provide a research based model for Whole of School Student Feedback processes	Heads of Department	Semester 2

Monto State High will continue to build on the effective Literacy and Numeracy programs across the Junior School with a focus on improving the U2Bs for Writing and Numeracy. Staff will continue the development of the New QCE curriculum whilst strengthening future pathways and career opportunities beyond the local area, for all students. The 2018 Quadrennial School Review provided strategic direction for developing Coaching Practices and effective feedback systems for both students and staff, to further improve student achievement.

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Year 7 - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	154	159	142
Girls	75	81	67
Boys	79	78	75
Indigenous	6	7	7
Enrolment continuity (Feb. – Nov.)	90%	95%	93%

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

The Monto District continues to experience decreased employment opportunities within the community due to a decline in local industries. However, the recent reopening of the Goondicum Mine (a high-grade ilmenite mine) has resulted in a slight increase in student enrolments throughout the year. Our student cohort is drawn from 6 small feeder schools, with many of the students traveling distances to attend school. The majority of families are involved in the local agriculture industry including cattle, pigs and cropping.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	18	18	15
Year 11 – Year 12	13	12	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

### Our approach to curriculum delivery

Our distinctive curriculum offerings include:

- Student Wellbeing program across all year levels building a culture of care, positive mindset and resilience.
- QCS preparation for all OP eligible Year 11 and 12 students
- Trade Training Centre with Automotive, Engineering and Furnishing facilities
- Drama and the Arts program
- Agricultural Farm and curriculum program
- Junior Program focused on improving Literacy and Numeracy of all students
- SBT and SAT opportunities for Year 11-12
- School of Distance Education subject options
- Goal setting program.

### Co-curricular activities

- Senior Drama Showcase
- Theatre Restaurant – Year 9/10 Drama
- Hospitality Functions
- Performance opportunities through Instrumental Music
- Volleyball Challenge Cup
- District, Regional and State sport opportunities
- STEM projects within Years 7-9
- Highly successful Cattle Club Program
- Beacon Foundation – Career Education and Training support program
- Camps – Year 7 Team Building; Year 11/12 University Link program; Year 11/12 Biology; Year 12 Leadership program
- Community Projects – Years 7-12

### How information and communication technologies are used to assist learning

At Monto State High School, Information and Communication Technologies play an important role in assisting the learning of our students. Our focus is to develop digital pedagogies across all curriculum areas to engage student learning. All classrooms have access to a range of ICT devices including IWBs, computers/laptops, digital cameras and document cameras. The Learning Place and the Student Share Portal are used as platforms for online classes and sharing of resources.

Students have the option to participate in the BYOX program to bring their own laptop to school, with a third of our students involved in the program.

Examples of ICT use within the classrooms and across curriculum areas include:

- English students using a range of ICTs to design media releases; promotional materials for performances
- Biology students utilise Data Loggers to support field research activities
- HPE students utilising FIT trackers and data loggers to record and analyse fitness testing
- Use of ICTs by Agriculture department to analyse and future plan – stocking calculators; fertility calculator; pasture planner;
- Use of Drone and Stock Tracking collars to analyse herd movement across Agriculture farm
- Technology Department – computerised programs in Trade Training Centre/ Automotives and Hospitality to provide industry based skills

## Social climate

### Overview

Monto State High School values the individual and this is evident in the positive relationships between teachers and students, and amongst student peers. Pastoral care is delivered in a structured weekly Wellbeing lesson that is tailored to year levels with a specific focus each term. This program is strongly supported by the Guidance Officer and School Based Youth Health Nurse. The Youth Resilience Survey is administered each year, with collated data utilised to review the program's future development and implementation. The Wellbeing Program reflects our school values: Adopt the Positive; Strive for excellence; Seek Improvement; Be a Success.

The School provides a range of services that include inter-agency support networks, alternate programs linking work and school, counselling, therapists, Boys in Education, Bullying – No Way and Re-engagement programs for at risk youth. The School provides further support for Senior students in the delivery of Certificate II Self Awareness to complement the current Wellbeing Strategy.

The North Burnett Regional Council provides a Youth Support Officer to engage students in our local community with sporting and cultural performances.

Monto State High operates a clear and fully endorsed Responsible Behaviour Plan that identifies the expected behaviours of all members of the school community.

### 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)	88%	94%	95%
• this is a good school (S2035)	100%	100%	95%
• their child likes being at this school* (S2001)	88%	100%	95%
• their child feels safe at this school* (S2002)	96%	100%	100%
• their child's learning needs are being met at this school* (S2003)	88%	100%	95%
• their child is making good progress at this school* (S2004)	92%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	96%	94%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	94%	95%
• teachers at this school motivate their child to learn* (S2007)	100%	88%	95%
• teachers at this school treat students fairly* (S2008)	87%	94%	86%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	95%	100%	81%
• student behaviour is well managed at this school* (S2012)	91%	100%	95%
• this school looks for ways to improve* (S2013)	100%	100%	95%
• this school is well maintained* (S2014)	100%	100%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	96%	95%
• they like being at their school* (S2036)	85%	92%	87%
• they feel safe at their school* (S2037)	94%	97%	94%
• their teachers motivate them to learn* (S2038)	95%	94%	92%
• their teachers expect them to do their best* (S2039)	98%	97%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	94%	94%
• teachers treat students fairly at their school* (S2041)	83%	86%	82%
• they can talk to their teachers about their concerns* (S2042)	79%	83%	79%
• their school takes students' opinions seriously* (S2043)	87%	90%	83%
• student behaviour is well managed at their school* (S2044)	88%	91%	86%
• their school looks for ways to improve* (S2045)	93%	97%	95%
• their school is well maintained* (S2046)	97%	99%	97%
• their school gives them opportunities to do interesting things* (S2047)	83%	86%	86%

\* 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)	94%	100%	94%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	94%	93%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	100%	95%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	94%	97%	97%
• student behaviour is well managed at their school (S2074)	97%	100%	94%
• staff are well supported at their school (S2075)	89%	97%	85%
• their school takes staff opinions seriously (S2076)	86%	96%	88%
• their school looks for ways to improve (S2077)	94%	97%	94%
• their school is well maintained (S2078)	100%	97%	100%
• their school gives them opportunities to do interesting things (S2079)	91%	93%	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.

## Parent and community engagement

Monto State High has an active P&C association that meets on the third Tuesday of every month at 5.30pm. Parents are encouraged to play an active and supporting role in the life of the school. Communication processes

are important in the development of this significant partnership. The school provides engagement opportunities through:

- Enrolment interviews
- Transition information sessions
- Meet and Greet bar-b-que
- Parent Information nights
- Year 10 SET planning evenings
- Parent – Teacher interviews each semester
- Communication home through newsletters, Facebook, Parent Email Lists, SMS and phone calls
- Parent volunteering to support various social/cultural/sporting events

Monto State High School has an integrated Special Education Program that works to support students through curriculum delivery and individual support programs, Staff, parents and students work closely to develop Learning Plans to cater for student needs across curriculum areas.

## Respectful relationships education programs

The School has developed and implemented Wellbeing Programs that focus on appropriate, respectful and healthy relationships.

Years 7-12 participate in the Monto SHS Wellbeing Program that focuses on Resilience, Respect,, Personal Identity and Safety. This is delivered to all students in a timetabled lesson each week.

The Year 11 Students are enrolled in a Certificate II Self-Awareness course, which also addresses concepts of safety, respect, identity and mental health. These programs provide our students with the ability to recognise warning signs but also strategies to develop resilience to overcome hardships.

Through the School Based Youth Health Nurse and local inter-agencies, programs to investigate “Respectful and Healthy Relationships” are developed and implemented in targeted lessons throughout the Year for all students in Years 10-12.

A strong partnership is established with the local Police, Ambulance and Fire services who support the programs and their delivery with interactive materials and presentations for students at key times during the year.

## 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	9	7	9
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	1	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

Monto State High School has solar panels to help reduce the amount of electricity consumed by the school from the grid. School lights are on timers and policies are in place to reduce the use of lights, air conditioners and heaters.

The School has large water storage tanks and dams, which allow stored water to be used for drinking and irrigation. The School has also accessed the Sunwater allocation for crop irrigation on the Agriculture Section, which has reduced the School’s water consumption.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			92,714
Water (kL)		3,932	

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.

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

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

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	20	17	0
Full-time equivalents	19	10	0

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	0
Bachelor degree	18
Diploma	0
Certificate	0

\*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 \$33 159.96.

The major professional development initiatives are as follows:

- Writing Strategies
- ACARA review and development
- QCAA – syllabus, curriculum planning and assessment development
- New QCE – professional engagement
- Wellbeing and Certificate II Self Awareness
- Classroom Profiling and Collegial Observations
- OneSchool

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.	97%	97%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

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	92%	92%	92%
Attendance rate for Indigenous** students at this school	79%	87%	90%

\* 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			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

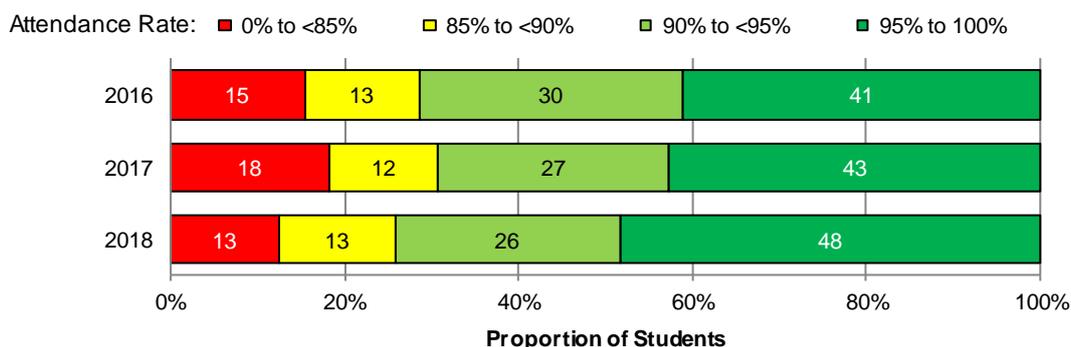
Year level	2016	2017	2018
Year 7	95%	93%	93%
Year 8	91%	94%	91%
Year 9	93%	88%	94%
Year 10	93%	89%	90%
Year 11	89%	95%	92%
Year 12	89%	90%	94%

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.

At Monto State High School attendance has been managed through the use of Year Level Coordinators, enabling closer scrutiny through one person/year level. All attendance issues are directed to the YLC who manages queries. The YLC meets with and takes direction from their specific line manager – Principal or Head of department.

### Daily Attendance

Formal roll marking is undertaken at the start of each day. The rolls are completed on OneSchool and a report is generated and provided to all staff. Same Day Notification system provides daily information to parents regarding student non-attendance, with YLCs contacting parents of students who are absent for 3 days. Class rolls are marked each lesson enabling truancy to be tracked. Regular non-attendees are referred to the Principal for further follow-up and contact with parents/carers.

### Long Term Absences

Students with unexplained absences are issued with the “Student Absence” letter generated through OneSchool approximately twice per term. We also issue school generated letters which communicate to the families the percentage of attendance their child has and invites the parent to contact the school regarding their students’ attendance.

Parents are contacted (phone or email) to query student non-attendance on a regular basis. All contact with families is recorded in “Contacts” in OneSchool. Students at risk of disengaging due to high absenteeism are referred to the Student Services Meeting to develop a case management plan to support student re-engagement with the school.

## 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

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.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	20	30	20
Number of students awarded a QCIA	1	1	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	19	28	20
Percentage of Indigenous students awarded a QCE at the end of Year 12		50%	100%
Number of students who received an OP	9	14	10
Percentage of Indigenous students who received an OP		0%	0%
Number of students awarded one or more VET qualifications (including SAT)	10	17	11
Number of students awarded a VET Certificate II or above	9	14	8
Number of students who were completing/continuing a SAT	3	10	6
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	89%	93%	100%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	95%	93%	100%

Description	2016	2017	2018
Percentage of QTAC applicants who received a tertiary offer.	90%	100%	100%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	1	3	0
6-10	3	5	4
11-15	4	5	6
16-20	1	1	0
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	8	9	0
Certificate II	8	11	7
Certificate III or above	2	3	1

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

In 2018 students at Monto State High School completed the following VET training:

Certificate II Self Awareness

Certificate III Agriculture

Certificate I Visual Arts

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	75%	77%	77%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	0%	300%	100%

Notes:

- The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

## Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Monto State High School operates a supportive program that identifies students at academic and behavioural risk and engages them in a structured process of monitoring, goal setting and support. Students are supported by the Senior School Head of Department, Guidance Officer, and external agencies to assist in identifying pathways that best suit their goals.

We have a high rate of success with students, who, after undertaking work experience, are placed into a Traineeship or School Based Apprenticeship (Years 10-12). These students often leave for full-time employment and go into the trade areas that are supported by local or mining industries.

We ensure our school leavers are exiting with a pathway to further education, training or employment.

## Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.montoshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>