

Monto State High School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Monto State High School** from **20 to 22 August, 2018**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Lee Goossens	Internal reviewer, SIU (review chair)
Ross Higgins	Peer reviewer
Jenny Nayler	External reviewer



1.2 School context

Location:	Mouatt Street, Monto
Education region:	Central Queensland Region
Year opened:	1964
Year levels:	Year 7 to Year 12
Enrolment:	142
Indigenous enrolment percentage:	5.4 per cent
Students with disability enrolment percentage:	6.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	971
Year principal appointed:	2013
Full-time equivalent staff:	18 - teaching 20 - non-teaching
Significant partner schools:	Monto Cluster - Mulgildie State School, Monto State School, St Therese's Catholic Primary School, Eidsvold P-12 State School, Abercorn State School, Mount Perry State School; Callide Cluster - Biloela State High School and Moura State High School
Significant community partnerships:	Excelcare - Monto Neighbourhood Centre, North Burnett Regional Council, Monto Landcare, Monto emergency services, Monto Combined Sports Association, Monto Swimming Pool, Parents and Citizens' Association (P&C), Monto and District Show Society Inc, Central and North Burnett Stock Horse Society, local stock owners/farmers, Riverina Stock Feed – Cattle Club and Agriculture Department, Monto Army Cadets Unit, Monto Hospital, Monto Family Practice, Ridgehaven Retirement Complex, Monto Veterinary Surgery
Significant school programs:	Years 7-12 Wellbeing Program: Blue Print - Certificate II Self Awareness, Shine/Strength Program; Careers/Future Pathways Programs: Beacon Foundation, AllevE8 Program - Wide Bay Health and Department of Education (DoE), Blue Dog Training – engineering/construction, volunteer/community projects – seniors launch; Student Support Programs: breakfast club, homework club; Staff Programs: Classroom Profiling - advanced profiling and regional trainer, Queensland Educational Leadership Institute (QELI) leadership programs, mentor teachers – induction program; Extracurricular Programs: Cattle Club and Show Team, readers club, sports coaching



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two Heads of Department (HOD), master teacher, 15 teachers, Business Manager (BM), guidance officer, school nurse, schools officer, agricultural assistant, three administration officers, four teacher aides, tuckshop convenor, 19 students and 10 parents and volunteers.

Community and business groups:

- Parents and Citizen's Association (P&C) president, secretary and treasurer, representative from Excelcare - Monto Neighbourhood Centre and representative Monto Combined Sports Association.

Partner schools and other educational providers:

- Monto State School and Mulgildie State School.

Government and departmental representatives:

- Division 1 Councillor of North Burnett Regional Council, Natural Resource Management Officer and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Whole school curriculum plan 2018-2021
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional development plan 2018	School Opinion Survey
School pedagogical framework	Responsible Behaviour Plan
School data plan	Professional development plans
School improvement targets	School newsletters and website
School assessment, reporting and feedback policy 2019 (draft)	School Curriculum Provisions for Diverse Learners



2. Executive summary

2.1 Key findings

Teachers construct learning experiences that are accessible and engaging.

Students engage in locally relevant curriculum with local area studies in geography and science making use of regional habitats. Student engagement in agricultural studies operates from a strengths-based approach that recognises, values and builds on students' existing knowledge, skills and interests. The Cattle Club is a signature program for the school. The visual arts program in the senior school includes an Indigenous artist-in-residence who has supported student photography and oil painting to capture landscape images associated with the drought.

There is a strong positive climate of pride in the way the school presents itself.

The physical resources, including the buildings and grounds of the school, are well maintained. Teaching staff members present their classrooms as welcoming and inviting places for students to learn. Artefacts to support student learning and displays of student work are apparent. There is a well-resourced Trade Training Centre (TTC) in the school.

The school communicates its commitment to an Explicit Improvement Agenda (EIA) to improve the learning outcomes of all students in the school.

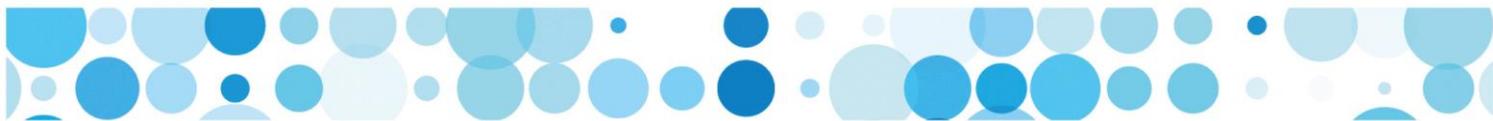
The 2018 Annual Implementation Plan (AIP) reflects the EIA priorities of writing improvement and curriculum review. A clear line of sight in the language of improvement expressed across the school's planning documents is yet to be clearly identified.

Teaching staff members are united in their commitment to improve the quality of teaching and learning throughout the school.

Teachers express support for the utilisation of focus groups to advance the school's improvement agenda. Some staff members identify a number of obstacles to school-wide improvement, including opportunities to engage in collaborative decision making, effective communication and consistency of practice. Specific role descriptions for school leaders are yet to be identified in detail.

Strategies and actions to advance the EIA are identified for each priority area.

Staff members indicate a willingness to be involved in advancing the priorities of the school to meet designated targets. A collaborative, explicit strategic planning process outlining how associated priorities are determined and actioned is yet to be clarified for the school community.



School leaders recognise the importance of building an expert teaching team in order to maximise learning for all students.

School leaders value opportunities to engage with cluster and regional groups and to utilise these opportunities to build their leadership. Some teachers and school leaders are participating in Queensland Educational Leadership Institute (QELi) leadership courses. Some aspiring leaders recognise the need for ongoing building of their leadership capabilities.

A strong sense of belonging is apparent at the school.

The school's wellbeing committee works actively to promote student and staff wellbeing. Activities to address staff wellbeing include self-assessed 'report cards' regarding wellbeing, and 'ribbon activities' in which colleagues affirm the positive attributes of others. Some staff members express a level of concern in relation to their own and colleagues' wellbeing. Other staff members speak positively of their wellbeing.

The school promotes an environment that reflects its commitment to student wellbeing, engagement and achievement of all students.

Interactions amongst staff members, students, parents and families are caring, polite and inclusive. Staff members nurture positive and caring relationships to promote successful learning. A common desire articulated by some teachers is to have greater ownership and voice in relation to the development of key initiatives.

Members of the community, parents, staff members and students are strong supporters of the school.

Parents and families are recognised and valued as integral members of the school community and partners in learning. School leaders and individual teachers continually seek ways to enhance student learning and wellbeing by partnering with local businesses and community organisations. The school engages with the local community through a number of activities, formal partnerships and learning projects. Staff members, students and parents indicate that these relationships deliver a range of benefits to the social wellbeing and learning opportunities for students.



2.2 Key improvement strategies

Clarify and align the school's strategic planning documents and consistently communicate the EIA across the school community.

Ensure clear lines of sight in line management structures to provide clarity in roles, accountabilities and to monitor progress of key initiatives across the school.

Enact a change management process to collaboratively develop detailed implementation plans to support the school's improvement agenda.

Work in collaboration with the region to strengthen the capabilities of all leaders in the school to drive the EIA.

Strengthen the staff wellbeing program.

Build staff voice and ownership in relation to the development of key initiatives to utilise the existing skill base.