



Monkland State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

<b>Postal address</b>	220 Brisbane Road Monkland Gympie 4570
<b>Phone</b>	(07) 5489 8888
<b>Fax</b>	(07) 5489 8800
<b>Email</b>	principal@monklandss.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Benjamin Ryan (Principal)

# From the Principal

## School overview

This report contains information and data to inform our school community of the short and long term progress of our small school. This snapshot of Monkland State School is presented in the context of high systemic improvement in Queensland. Our beautiful school plays a small part within the fantastic state education system and our data should be considered with our journey and heritage in mind. We invite all our school community patrons to invest in our future and learn from our rich history as we move forward in our journey to success.

Focus Area	Strategies & Actions	Progress		Future Focus
		INDICATOR	Notes	
Successful Learners	Analyse Student Data	Ongoing	Continuous Data System, including Literacy Continuums, implemented across school in Reading. Data capture and progress reporting in other Key Learning Areas.	Revised models and practices and embedded in all KLAs.
	Improve Student Attendance	Ongoing	Awareness and System review and engagement strategies	Culture renewal
	Academic Success (Student Needs / U2B Priority / NAPLAN Strategy)	Ongoing	Professional Development Targeted Resourcing	Targeted Resourcing and Development
Great People	Australian Curriculum as a Priority	Partial implementation	Australian Curriculum (with C2C) Embedded across KLAs	Implement ' <i>Monkland Model</i> '
	Literacy as a Priority	Ongoing	Balanced reading program implemented Reading Overview Reviewed and coaching & feedback implemented.	Review of Teaching & Learning strategies and Gradual Release Model.
	Numeracy as a Priority	Ongoing	Professional development Teaching Strategies of warm-ups and assessment for learning enriched.	Review of Teaching & Learning strategies.
	Pedagogical Framework	Ongoing	Formalised documentation under review to reflect changes in QCARF.	Align Documentation of <i>Monkland Model</i>
	Moderation	Ongoing	Increased participation in small school network.	Networks with Small Schools.
	BPN Priority	Ongoing	Engagement T1-T4.	No new targets - inherent
	Learning Communities	Partial Implementation	Principal Performance development Plan (PDP) and coaching and management structures evident.	Reading Development Teams Whole School PDP
High Standards	Explicit Improvement Agenda	Partial Implementation	Priority School Review Targets aligned to practice.	Awaiting Priority Review outcome.
	Improvement Audits	Partial Implementation	All high-risk and essential recommendations initiated.	No new targets - inherent
	Alignment & Consistency	Ongoing	Engagement T1-T4.	No new targets - inherent
	Transitions (Flying Start / Early Start)	Ongoing	Liaison and engagement with all parties.	Expanded participation and network.
Engaged Partners	Partnerships	Ongoing	Engagement T1-T4.	No new targets - inherent
	Parent & Community Engagement	Ongoing	Increased media presence. Wider range of community partnerships created. Increased school celebrations.	Community Forums Media Officer.

## Future outlook

Monkland is shaping a future for a healthy, skilled and connected school community. As our Improvement agenda evolves we will enrich our work to meet these underpinning values. Our 2019 work encompasses:

- Positive Ed & Outdoor/ Environmental Education to improve and enrich attendance (*Healthy and Connected*)
- Shaping the Curriculum Plan to present key general capabilities to target and enrich (*Skilled*)

# 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>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	85	81	78
Girls	38	41	38
Boys	47	40	40
Indigenous	17	12	18
Enrolment continuity (Feb. – Nov.)	82%	83%	84%

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

Our student body comes from a range of socio-economic backgrounds. We have a large component who come from rural or small land allotments. Indigenous students make up approximately 20% of our school community, and we have recognized this by electing Indigenous Student Leaders as part of the student leadership development program. Several of our families are multi-generational enrolments because of our proud and long history.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	20	20	18
Year 4 – Year 6	20	23	25
Year 7 – Year 10			
Year 11 – Year 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

- A focus on ensuring that students have a strong grounding in the basics in key curriculum areas.
- A focus on developing student reading across the curriculum.
- Ensuring that students are provided multiple opportunities to develop and demonstrate their skills and knowledge of the Australian Curriculum.
- The use of data to inform groupings and support/extension needs.

## Co-curricular Activities

- Student Leaders days
- Instrumental Music
- Sports development opportunities
- Drama Monkeys
- Living Classroom - Gardening Club
- Outdoor Education – Bushwalking and High Ropes

## How Information and Communication Technologies are used to Assist Learning

ICT is used across different curriculum areas to enhance student learning. Students in each grade level use a variety of different technological programs to research and present their work on multiple platforms. Computer skills are taught explicitly in weekly lessons. Monkland has also adopted the Code For Life program across the school, which teaches students visual coding, with the aim of moving them onto the Python coding language. To support our core reading scheme, the school has purchased online platforms in order to engage students in reading online.

## Social climate

### Overview

Monkland has implemented a range of strategies around the four key values of our school (Be Safe, Be Respectful, Be Responsible and Be A Learner) in order to produce a social climate where all members of our school community feel valued and respected. As the school moves towards a significant review of its Responsible Behavior Plan, staff development has been targeted at the development of positive student behavior as a primary goal, and the reduction in reactive or negative aspects of behavior management. A core aspect of this is the building of positive and responsive relationships between teachers and students, and between the school and its community. This allows us to work proactively and supportively with students and parents to deal with issues before they become problematic.

### 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)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	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)	86%	100%	100%
• their child is making good progress at this school* (S2004)	86%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	86%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	71%	100%	100%
• teachers at this school treat students fairly* (S2008)	86%	100%	100%
• 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)	86%	100%	100%
• student behaviour is well managed at this school* (S2012)	86%	100%	50%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• 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%	95%	96%
• they like being at their school* (S2036)	91%	100%	81%
• they feel safe at their school* (S2037)	100%	95%	88%
• their teachers motivate them to learn* (S2038)	100%	85%	85%
• their teachers expect them to do their best* (S2039)	95%	100%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	95%	92%
• teachers treat students fairly at their school* (S2041)	95%	89%	74%
• they can talk to their teachers about their concerns* (S2042)	90%	95%	84%
• their school takes students' opinions seriously* (S2043)	95%	95%	69%
• student behaviour is well managed at their school* (S2044)	91%	79%	76%
• their school looks for ways to improve* (S2045)	95%	100%	100%
• their school is well maintained* (S2046)	100%	100%	89%
• their school gives them opportunities to do interesting things* (S2047)	100%	89%	96%

\* 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)	67%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	78%	100%	100%
• they receive useful feedback about their work at their school (S2071)	78%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	83%	88%
• students are encouraged to do their best at their school (S2072)	89%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	56%	100%	93%
• staff are well supported at their school (S2075)	44%	100%	93%
• their school takes staff opinions seriously (S2076)	63%	100%	100%
• their school looks for ways to improve (S2077)	89%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	67%	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.

## Parent and community engagement

Monkland State School has worked hard to ensure that parents are involved in their children's education as much as possible. The School has implemented a range of strategies to ensure that parents are kept up-to-date with what is happening at school. Our School has a fortnightly newsletter, which has included a range of strategies that parents can use with their children to support their reading. At the beginning of each term, an overview is sent home to parents for outlining what will be covered in that curriculum area, as well as the achievement standards for that subject. An SMS messaging service was introduced to allow text messages to be sent to parents, as well as providing an additional way for parents to communicate student absences. The introduction of Facebook as an additional communication medium has proved very popular and a quick way for the school to share information with our community. An 'Open Door' policy with Administration has meant that parents feel confident about coming in and talking about issues as they arise.

For students requiring additional support, parent meetings are held to ensure that parents understand the purpose of any support, the form it will take, and that parents can ask questions. Regular feedback on student progress is also provided

## Respectful relationships programs

The school engages with a range of programs to promote safety and wellbeing within the school community. Awareness through 'One Punch', 'Bullying – No way' and 'White Ribbon' Days are complimented by work with Anglicare and The QPS adopt-a-cop programs. Our Health & Physical Education curriculum includes healthy relationships learning and school cultural messages reiterate the need for appropriate, respectful and healthy relationships.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

## 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	24	13
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	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

Monkland has a strong history of involvement in environmental and sustainability programs. The School participates regularly in the Gympie Regional Council/Cleanaway sustainability program and has an active recycling program. Food scraps are composted and reused by our Gardening Club. The school has solar panels which have allowed us to reduce our reliance on mains electricity. The School has an active maintenance program to repair and replace aging equipment and replace it with more energy-efficient equipment.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	46,808		40,188
Water (kL)		488	1,833

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.

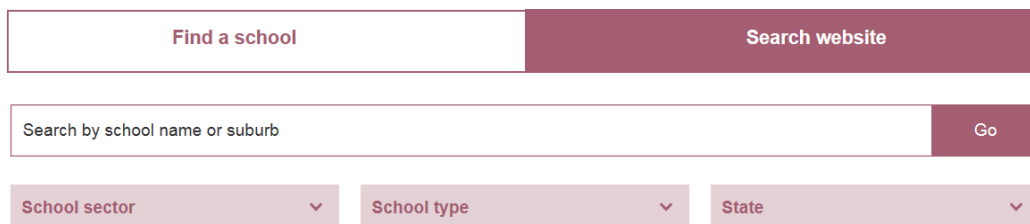
## School funding

### 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.



Find a school Search website

Search by school name or suburb 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 'Finances' and select the appropriate year to view the school financial information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

#### 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	16	15	<5
Full-time equivalents	14	8	<5

\*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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	1	
Graduate Diploma etc.*	3	
Bachelor degree	12	
Diploma	0	
Certificate	0	

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$12 451.

The major professional development initiatives are as follows:

- Reading
- Phonics
- Social Skills & Wellbeing
- Age-appropriate Pedagogy
- Leadership Development
- Behaviour management
- Health & Wellbeing

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.	96%	96%	95%

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

From the end of the previous school year, 75% 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 Primary schools was 92%.

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	91%	92%	90%
Attendance rate for Indigenous** students at this school	90%	91%	88%

\* 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	92%	94%	92%
Year 1	94%	93%	89%
Year 2	91%	95%	89%
Year 3	90%	94%	90%
Year 4	89%	87%	92%
Year 5	92%	90%	91%
Year 6	86%	92%	86%

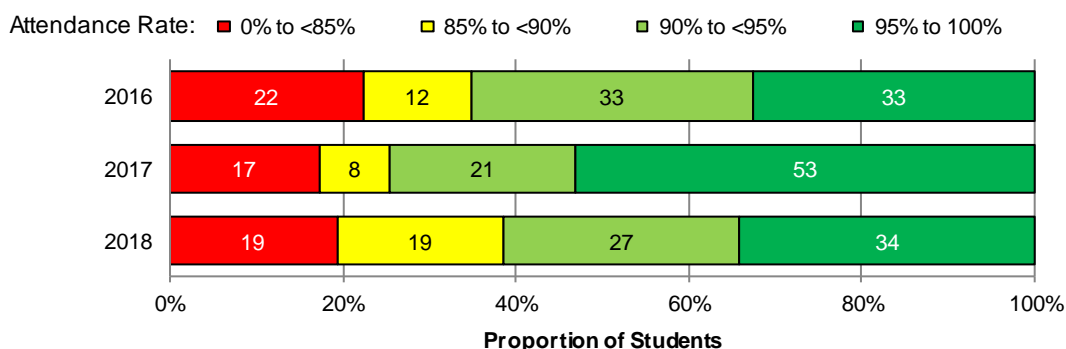
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

The School has worked to reduce absences, particularly unexplained absences, through a number of strategies. Where students have been identified as absent, the School makes contact with parents by phone to request an absence excuse. The School has found that the introduction of an SMS service with a fixed number has reduced the number of unexplained absences by allowing parents to message in their child's absence. The School regularly sends home letters generated from OneSchool to allow parents of students with unexplained absences to update their information. Where there are significant absences that are unexplained, the School works with parents to help them understand their obligations with regard to compulsory schooling.

## 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.