


QUEENSLAND STATE SCHOOL REPORTING - 2009

Monkland State School (0417)

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Principal's foreword

Introduction

What a difference a year makes. Throughout 2009 the whole school community built upon a productive 2008, and forged closer links within our community. 2009 saw our school celebrate its 125th year with many hundreds of students and community members attending from as far away as Cairns.

This year also marked a turning point for the school with student engagement on the rise and parental involvement with the school increasing. A more positive environment and atmosphere pervaded the school as it became a more positive place to work and learn. As a staff there was major investment in the ways in which we created, developed and implemented the curriculum, with each member of staff working towards more focused and targeted skills to meet the needs of our diverse students.

Through the Triennial School review process, the staff, students and community came together to create a strategic document that clearly outlined, key priorities, expectations and needs for future development of our school. The process also clearly affirmed what areas the school excelled in and gave us avenues to enhance our commitment to our community even more.

School progress towards its goals in 2009

School goals throughout 2009, reflected the desire of the community to reconnect with the school as it passed its 125th milestone. Throughout 2009 we used our 125th celebrations to drive the development of our communication with parents, develop engagement from staff with key curriculum and departmental objectives and built relationships within the local community. Our progress is measured through:

- The development of a strong and cohesive P&C network,
- Over 300 past students returning to the school for our celebrations,
- A sharp rise in student attendance and performance,
- Continual representation in local papers in the lead up to our celebrations
- Engagement and development of long term strategic planning for infrastructure
- The development of strategic use of human resources within the school
- Most importantly student engagement and success through a task based curriculum

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Future outlook

During 2009 the school will create avenues for more parental participation in their child's education, allow greater access to the school community, raise the level of understanding and shared responsibility for student achievement. Through the development of the schools Triennial School Review Monkland will have a clear direction for the next three years that will allow the school community to focus on the specific needs of the school as a whole and create a vehicle for positive change.

Our goals as a school is that we develop, foster and maintain a culture of individual student achievement across a range of curriculum areas, firmly linked to a strong student work ethic. Through engagement with the essentials, staff have had greater clarity and foundation for implementing the QCAR agenda, of alignment between:

- Planning
- Teaching & Learning
- Assessment
- Reporting

From school data we have created school agendas around the development of key areas within the curriculum, in all aspects of the four focus areas above. Key Professional Development engagement with First Steps Math Program during Semester 1, Science Sparks Program in Semester 2. From this engagement documents and statements will be made across the school curriculum plan to ensure that all students have opportunities to engage to the best of their abilities in a modern, progressive, student centred and task based program of teaching and learning.

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **Prep to Year 7**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2009 – Nov 2009)
96	45	51	77%

Characteristics of the student body:

Our students come from a wide cross section of the Gympie community. Students come to us with many different experiences and family backgrounds, but all enjoy the small school atmosphere. Trends across 2009 showed that students from other schools within the area began to find Monkland as their school of choice and there was an equalisation of movement out of the school and those coming to engage with the school. It is expected that at the beginning of 2010 Monkland State School will realise a small positive trend in enrolments.

Class sizes – Proportion of school classes achieving class size targets in 2009

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	21	100%	100%	0%	0%
Year 4 – Year 10	28	50%	50%	0%	50%
All Classes	24	75%	75%	0%	25%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	18
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

- *Enhanced teaching and learning of literacy and numeracy through ICT access for all students Prep to Year 7*
- *GOTCHA TICKET Program*
- *Early Intervention Program*
- *LOTE ICI Prep-5*
- *High Ropes course*
- *Leadership training for school leaders*
- *Early intervention support a reader support a math*
- *Learning support programs*
- *School Wide Behaviour Support Program*
- *Individual inclusion programs*

Extra curricula activities

- *125th Anniversary celebrations*
- *Technology Boot Camp for students*
- *School disco's and games*
- *Instrumental Music for grades 2-7*
- *MONKLAND'S GOT TALENT – Talent Quest*
- *Participation in outside of schools hours sports in Hockey, Rugby League*
- *Participation in Gympie Show competitions and events*
- *Q150 community events*

How Information and Communication Technologies are used to assist learning

ICT infrastructure will continue to be a priority for our school and community through 2009. Students engage in units of work throughout the grade levels that require them to create texts in a broad range of genres within the ICTs genre range. Students engage in RainForest Math programs and we have begun to explore engagement with RAZ reading program and other online WEB2 based applications.

Students and staff engage with research based assignments using traditional as well as ICTs based research tools to create current and new knowledge. This is then used to create traditional literary texts, of a high standard. Through 2010 we will continue to develop this integration of ICTs within our school culture and curriculum and embed many key practices from the eLearning agenda.

Social climate

The school climate has undergone dramatic change over the 2008 – 2009 period. The school has begun a process to

Our school at a glance

bring about positive change within the school environment and community, by committing to the development of School Wide Positive Behaviour Support Program engagement for all students. This process develops the school values, direction and positive engagement for all students. Through 2009 and into 2010 many of these changes have become a reality, with students engaging in and with a wide range of positive teaching and learning experiences in a safe and supportive environment.

Ways in which we supported the positive development of our school climate in 2009:

- ELASPE program for early middle years classrooms
- Profiling of classroom engagement
- School Wide Positive Behaviour Support Programs that encouraged and rewarded student behaviour within the classroom and playground.

Parent, student and teacher satisfaction with the school

There has been a distinct improvement with parent and staff satisfaction within the school climate and communication from 2008 to 2009. The key essentials within the changing school dynamic have been avenues for resolution of issues and concerns at multiple levels throughout the school community, with open communication of information through newsletters, website and classroom homework sheets. Parents are also able to be confident that there are avenues for communication to the resolution of issues with the school administration and that classroom teachers are approachable and solution focused in discussions. Staff are encouraged to contact and communicate with parents openly and all parents are encouraged to attend parent/teacher interviews and case conferences regularly. This has led to improved results within communication on school survey results and is reflected in an increase in parental satisfaction with their child's education and overall satisfaction with the school as a whole.

The increase in staff morale is directly correlated to the development and encouragement of a positive school climate. All staff and families take an active role in creating and nurturing the school climate and there is a global commitment to continue in developing the school's positive image. Staff also engaged in targeted professional development, integrating ICTs within their classroom curriculum programs and this led to broader engagement of students with ICTs infrastructure and online learning opportunities.

Performance measure	Result 2009
Percentage of parents/caregivers satisfied that their child is getting a good education at school	67%
Percentage of students satisfied that they are getting a good education at school	56%
Percentage of parents/caregivers satisfied with their child's school	88%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	65%
Percentage of staff members satisfied with morale in the school	80%

Involving parents in their child's education.

- Classroom volunteer readers and literacy helpers
- Art mentors and support volunteers
- Under 8's day activity supervisors and mentors
- Sports program, coaching and management

Our school at a glance

- School Wide Positive Behaviour Support Program
- School Improvement Committee meetings
- Swimming program support and coaching
- School excursions
- Instrumental music support and volunteering
- Choir practises and support network
- A wide range of Working Bee's, Tuckshop, 125th committee's, Art and Mural programs, Gympie Muster committee and Gympie Show committee

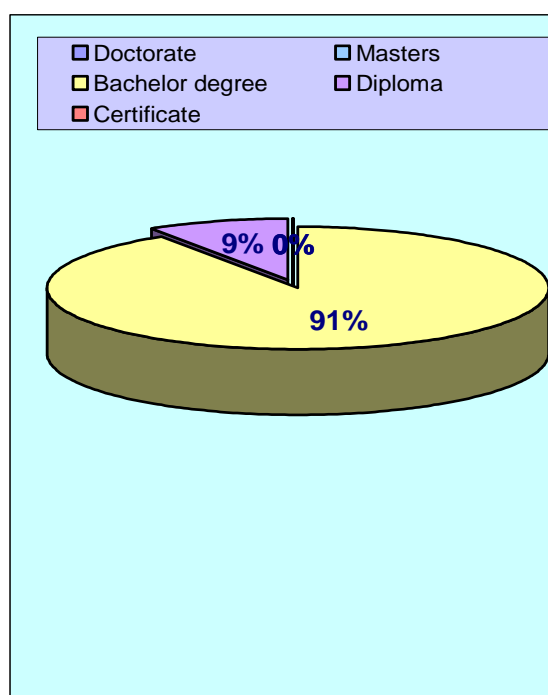
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	11	10	1
Full-time equivalents	4	4	1

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	10
Diploma	1
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2009 was \$3000

The major professional development initiatives are as follows:

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The major professional development initiatives are as follows:

- o *Integration of ICT infrastructure into the school curriculum, as well as daily teaching and learning practise*
- o *Development of ONE School within the school teaching and learning framework and implementation for planning, assessment and reporting*
- o *School Wide Positive Behaviour Support training for staff and parents*
- o *Early Childhood Association conferences and functions to develop cluster links with Prep programs*

The involvement of the teaching staff in professional development activities during 2009 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2009.

Proportion of staff retained from the previous school year.

From the end of the 2009 school year, 91% of staff were retained by the school for the entire 2009 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2009

The average attendance rate for the whole school as a percentage in 2009 was 94%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
93%	97%	96%	95%	95%	93%	86%			

Description of how non-attendance is managed by the school

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.

Rolls within the classrooms are marked each morning and afternoon. Staff expect full attendance throughout the class day and parents are requested to contact the school office before school each day to make the school aware of student absence. Students who arrive late are required to attend the school office where they will be given a late note for the classroom teacher to amend the roll and store within the classroom roll book.

Students who are absent for a day are asked to return a letter of explanation provided by the school and signed by parents. Students who have more than 3 absences will be contacted by the school initially to request information from parents and caregivers. Students who demonstrate a continued pattern of absences will be notified under the compulsory schooling act by letter and a meeting will be organised with the school administration staff.

For students who continue to demonstrate a pattern of absence which is not consistent with "normal" or explainable levels of illness, flooding, or other recognised difficulty in attending school, will be asked to attend a case conference with school administration, Guidance Officer, Behaviour Support Teacher and School Chaplain.

Achievement – Years 3, 5, 7, and 9

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

Domain	Measures		Yr 3	Yr 5	Yr 7
Reading	Average score for the school in 2009		398	395	487
	Average score for Australia in 2009		410.8	493.9	541.1
	For the school the percentage of students at or above the national minimum standard.	2008	83%	88%	93%
		2009	100%	69%	92%
	For the school the percentage of students in the upper two bands	2008	0%	41%	13%
		2009	45%	0%	0%

Performance of our students

Domain	Measures		Yr 3	Yr 5	Yr 7
Writing	Average score for the school in 2009		360	426	495
	Average score for Australia in 2009		414.5	484.7	532.4
	For the school the percentage of students at or above the national minimum standard.	2008	92%	71%	87%
		2009	82%	85%	100%
	For the school the percentage of students in the upper two bands	2008	0%	6%	27%
		2009	9%	0%	0%
Spelling	Average score for the school in 2009		379	434	489
	Average score for Australia in 2009		404.8	487.2	540.0
	For the school the percentage of students at or above the national minimum standard.	2008	83%	82%	80%
		2009	91%	92%	85%
	For the school the percentage of students in the upper two bands	2008	0%	18%	13%
		2009	9%	0%	8%
Grammar and Punctuation	Average score for the school in 2009		371	411	480
	Average score for Australia in 2009		419.7	499.7	539.5
	For the school the percentage of students at or above the national minimum standard.	2008	75%	100%	80%
		2009	82%	69%	85%
	For the school the percentage of students in the upper two bands	2008	0%	29%	27%
		2009	36%	8%	15%
Numeracy	Average score for the school in 2009		330	419	481
	Average score for Australia in 2009		393.9	486.8	543.6
	For the school the percentage of students at or above the national minimum standard.	2008	75%	94%	93%
		2009	91%	92%	92%
	For the school the percentage of students in the upper two bands	2008	8%	6%	13%
		2009	0%	0%	8%