



# Malanda State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

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## School Overview

Welcome to Malanda State School. We are a co-educational Prep to Year 6 facility situated on the picturesque Atherton Tableland amidst the rainforests of tropical Far North Queensland. Our student enrolment ranges in the low to mid 300s. Malanda is a rural community proud of its traditional values. The school draws from the local town, small acreage properties and surrounding farms. Our community is reliant upon agriculture and, to a lesser extent, the tourism industry.

Malanda State School is a school where the children are taught to be Safe, Respectful Learners and where Work with Pleasure is not just the motto on our school badge, but is also the underlying ethos. The students are generally happy and enthusiastic learners who involve themselves in a broad range of activities available through the school and the wider community. Extra-curricular activities at school include academic competitions, sports, gardening, leadership, music and community involvement. In the main, our students are well-behaved and they strive towards the school's universal expectations of Being Safe, Being Respectful and Being a Learner. There is active and consistent application of School Wide Positive Behaviour with children being explicitly taught desired behaviours and rewarded for demonstrating them. Our younger children enjoy weekly visits from the school's behaviour mascot, Miss Moolanda, a friendly cow who helps them to remember their weekly behaviour lesson, and all children look forward to the ongoing behaviour awards and rewards. Results on the 2014 School Opinion Survey indicate that 100% of surveyed parents believe their child feels safe at school and that their child likes being at the school.

At Malanda State School we pride ourselves on putting relationships first and we strive to ensure that every child receives a quality education in an environment where they feel happy, safe, supported and encouraged to learn. Our firmly held belief, articulated in the school's Charter of Expectations and demonstrated by the dedication of our staff, is that Every Child Can Succeed. Summaries of our most recent external audits commend the school as having a climate that supports learning. Staff continue to focus on the development of positive relationships with learners and their families, exemplifying the belief that relationships must come first before positive learning outcomes can be achieved.

Parents are encouraged to participate in their child's education by involvement in various activities and groups. The Parents and Citizens' Association offers a forum for interested parents to learn directly about each month's activities in the school as well as facilitating participation in consultation and working parties. Parents are welcomed as volunteers in our school: tuckshop helpers, reading helpers, gardening supervisors, volunteer teacher's aides and co-ordinators of lunch-time activities are all valued. Teachers communicate regularly with parents via class newsletters, copies of which are also emailed through distribution lists that have been established for all classes. The school's newsletter is published fortnightly, distributed in hard copy and via email for each family, and uploaded on the school's website. Additionally, parents are encouraged to register with the QSchools' app so that they can easily access the latest school news and receive notifications of important events. Parents engage in their children's education by monitoring homework and encouraging quality work on projects, and they play a critical role in setting expectations for their children when they read and discuss bi-annual report cards with their sons and daughters. Special events are another opportunity for parents to show support of their children; our sports carnivals are always very well attended by spectating parents and family as are the Meet'n'Greet barbecues, Bilby Bops, end of year celebrations and fetes.

Our school-wide curriculum is developed collaboratively and is aligned to the Australian Curriculum. Queensland's C2C materials are used to support teacher planning and student learning. We concentrate on the acquisition of literacy and numeracy skill development by using a variety of foundational learning programs and through the development of individual reading and writing improvement plans for every child. Our students enjoy studying such subjects as English, Maths, Science, History, Geography, Art, Technology, Health and Physical Education, LOTE and Music. Our staff has a high and consistent expectation of students' work ethic.

Overall, Malanda State School is a progressive school with good student achievement data. We work closely with the local early learning centres and high school to support all students on their journey of life long learning. We welcome you to contact our school at any time to learn more about what we can offer; we'd love to have you become a part of our happy and inclusive school community!

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2016 and Future Outlook

The school's improvement agenda will continue for the 2016 school year – as this level of stability is essential to developing growth and momentum of progress. The Leadership Team has reduced the number of aspects of the foci in the plan – to better-foster success and the likelihood of increased student outcomes. The AIP remains focused on the 3 areas – and the focus has been sharpened significantly to refine the delivery of Reading, Writing and Mathematics instruction – using a platform of high-integrity data usage, and includes student attendance as a headline indicator.

The resultant work will redefine the way the school's entire workforce operates – enabling every child to gain support in reading, every day. The mobilization of the Leaders in the school – who are tasked with specific aspects of their work – are engaging with team members to build their capability in the areas – all aligned to the AIP.





# Our Explicit Improvement Agenda

At Malanda State School we have 4 main data-informed priorities...

**A DATE WITH DATA**

- **WRITING IT RIGHT**
- **MATHEMATICS MATTERS**
- **READING ROCKS**
- **95 TO THRIVE**

**COMMUNITY CONNECT**

The strategies of our Annual Implementation Plan (AIP) are ways of working towards the attainment of:

*NB: These targets are detailed in the six domains of the Malanda State School Annual Implementation Plan (AIP)*

## A DATE WITH DATA

### WRITING IT RIGHT

The teaching of writing

Explicit Teaching (ET) of our Daily Writing Consolidation (DWC)

### MATHEMATICS MATTERS

The teaching of numeracy

Explicit Teaching practices in all classrooms – Aligned to the Maths Assessment Tool (MAT)

### READING ROCKS

The teaching of reading

Explicit Teaching of our Reading Script in all classrooms

### 95 TO THRIVE

Every child, every day

Delivery of our Attendance System

### 4 Year Plan



	2016	2017	2018	2019
	Organisational Effectiveness			
	Data Based Decision Making			
	Community Connect			
	Students Educationally At Risk System (SEARS)			
<b>Reading</b>	Reading Script	Reading Script	Benchmarking	A-E
<b>Writing</b>	DWC	DWC	Achievement Standards	NAPLAN online
<b>Mathematics</b>	MAT Consolidation + ET	MAT Consolidation + ET	School Maths program	Consolidations + ET



**Work with pleasure**



# 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 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	326	161	165	33	94%
<b>2015*</b>	322	156	166	33	92%
<b>2016</b>	335	173	162	38	94%

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 2016, 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

### Overview

Malanda is a rural community which is proud of its traditions and values. The majority of children travel to school on one of the 9 buses which bring them in from the surrounding areas – or walk or ride their bikes if they live in town. Our Indigenous population is approximately 10%. Very few children speak another language at home, as English is the most predominant spoken in the area. Malanda SS students are generally highly energetic and enthusiastic learners – who engage themselves readily in the offerings of the school and the community. The overwhelming majority of students are focused on academic success. We are 34% 'out of catchment' enrolment, and about 32% of school families are in the bottom socio-economic quartile.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	18	22	23
Year 4 – Year 7	27	26	24
Year 8 – 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.

## Curriculum Delivery

### Our approach to curriculum delivery

We concentrate on the acquisition of literacy and numeracy skill development by using a variety of foundational learning programs. We also employ the use of a high quality Reading Script – which has been developed collaboratively, and is based on the Big 6.



## Extra curricula activities

- Sport – Interschool, district and regional
- Instrumental Music
- Year 6 Rewards Day
- Year 6 leadership program
- Student Council and associated activities: school discos, free dress day fundraisers, participation in charity events
- ANZAC Day
- Student-led playground games program (organised by Yr 6 students for students in P-3)
- Choir
- Student gardening group
- Lunchtime clubs

Participation in academic competitions:

- Readers Cup
- ICAS competitions
- Robotics
- Tournament of the Minds
- Japanese speaking
- Reader's Cup
- Spelling Bee

## How Information and Communication Technologies are used to improve learning

All teachers use the CFT computers to assist in planning, preparation and delivery of their lessons. Teachers also use computers for their assessment of learning and reporting processes.

IWB's or ceiling mounted projectors are installed in all teaching spaces – and this enables teachers to use online tools, ICT programs and PPT to drive the content in the classroom – to keep learning motivating, and in touch with the learners.

Students utilize these tools in their learning, either in the lab in the library, computers in their classroom, or via our school's I PAD program and digital camera collection to capture their learning. All families have access to Microsoft Office by free download, and many access their ABC Reading Eggs subscription at home (outside school hours).

The school is an active user of online bookings, as well as online tuckshop, uniform shop and the QPARENTS and QSCHOOLS platforms.

## Social Climate

As previously mentioned, our school applies the Positive Behaviour for Learning suite of strategies, and this is driven by a highly motivated team of staff and community. This approach ensures the detailed case-management of children requiring additional support, while maintaining a safe, supportive environment where children can learn and thrive.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	97%	100%
this is a good school (S2035)	96%	97%	100%
their child likes being at this school* (S2001)	100%	97%	94%
their child feels safe at this school* (S2002)	100%	97%	81%
their child's learning needs are being met at this school* (S2003)	89%	97%	100%

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is making good progress at this school* (S2004)	89%	94%	94%
teachers at this school expect their child to do his or her best* (S2005)	96%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	92%	94%
teachers at this school motivate their child to learn* (S2007)	93%	94%	94%
teachers at this school treat students fairly* (S2008)	93%	89%	88%
they can talk to their child's teachers about their concerns* (S2009)	93%	97%	100%
this school works with them to support their child's learning* (S2010)	93%	94%	100%
this school takes parents' opinions seriously* (S2011)	92%	94%	100%
student behaviour is well managed at this school* (S2012)	86%	92%	88%
this school looks for ways to improve* (S2013)	89%	94%	100%
this school is well maintained* (S2014)	100%	92%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	98%	96%
they like being at their school* (S2036)	96%	97%	94%
they feel safe at their school* (S2037)	84%	98%	97%
their teachers motivate them to learn* (S2038)	95%	96%	100%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93%	85%	99%
teachers treat students fairly at their school* (S2041)	90%	95%	92%
they can talk to their teachers about their concerns* (S2042)	94%	83%	90%
their school takes students' opinions seriously* (S2043)	87%	91%	97%
student behaviour is well managed at their school* (S2044)	87%	85%	96%
their school looks for ways to improve* (S2045)	92%	98%	98%
their school is well maintained* (S2046)	89%	98%	99%
their school gives them opportunities to do interesting things* (S2047)	91%	90%	98%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	100%	100%
they feel that their school is a safe place in which to work (S2070)	94%	100%	100%
they receive useful feedback about their work at their school (S2071)	83%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	86%	88%
students are encouraged to do their best at their school (S2072)	94%	100%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
students are treated fairly at their school (S2073)	94%	100%	100%
student behaviour is well managed at their school (S2074)	89%	100%	100%
staff are well supported at their school (S2075)	72%	88%	100%
their school takes staff opinions seriously (S2076)	72%	94%	100%
their school looks for ways to improve (S2077)	89%	100%	100%
their school is well maintained (S2078)	83%	100%	100%
their school gives them opportunities to do interesting things (S2079)	67%	94%	95%

\* 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

The school has a productive relationship with the community at large, and is working proactively with the P&C on projects to improve the learning for its children. The P&C and the school run events in collaboration – with mutual benefits clear – utilizing online booking as a platform for engagement of volunteers.

We work closely with the Tableland Regional Council also, who connect us with their network of programs.

In relation to our school's pool, we liaise regularly and productively with the 4 groups who lease aspects of the facility – thus bringing community groups together via physical activity.

The P&C contributes heavily to the school in many ways, including financially – where the P&C supplies an agreed amount of money each year to be applied to targeted areas of the school.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The school's SWPBL weekly social-skilling focus is designed to proactively teach all children the appropriate responses to social situations. The program is embedded, timetabled and is talked about in great detail every parade.

Our year 6 cohort, through our partnership with VPG, sits a 6 week course at the MSHS on 'Respectful Relationships'. The course, which forms an integral part of our transition program, educates all children on the importance of personal space, trusted people, peer pressure and puberty.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	7	9	6
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.

## Environmental Footprint

Our school has a long-standing environmental impact reduction focus, with many measures in place. Some of these include:

- Paper, plastic and glass recycling in all classrooms, eating areas and offices
- Paper recycling bin in the Admin and Teacher Aide resourcing rooms
- Composting in all eating areas for our worm farm



- Signage on all switches – ‘Be bright, turn out the light!’, and “Hey man, turn of the fan!’
- Air-conditioning is only used on days which exceed 30 degrees, and in terms 1 and 4
- We have water saving tap fittings
- Solar panels, and solar hot water systems in use
- Bikebus and Scooter Bus programs to get children to school

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	192,174	2,502
2014-2015	184,370	2,739
2015-2016	167,002	2,483

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.

## 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 <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.

### Find a school

Sector:

Government

Non-government

Where it states ‘**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.

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	22	15	0
Full-time Equivalents	21	10	0

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	7
Bachelor degree	23
Diploma	2
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$9389.59

The major professional development initiatives are those aligned to our EIA, and the STEM

Those which are aligned to our Explicit Improvement Agenda only.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

## STUDENT ATTENDANCE 2016

Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	89%	87%

\*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

### AVERAGE STUDENT ATTENDANCE RATE\* (%) FOR EACH YEAR LEVEL

Year Level	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
2014	89%	92%	93%	95%	94%	93%	93%	90%					
2015	92%	95%	91%	91%	93%	93%	95%						
2016	91%	90%	93%	93%	91%	91%	95%						

\*Attendance rates effectively count 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.

### 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.

The school has a detailed flowchart, which outlines the processes involved in tracking and addressing student attendance concerns. The school not only sends daily SMS to families of non-attending students, but also has a system which mirrors the Secondary campus. The school recognizes and rewards students who are successful in achieving targets, and as a result, is seeing improvements up to 3% for the whole school. The school has officers assigned to the role of contacting families, and a standard attendance plan template in use.

## NAPLAN

The school results below are available within OneSchool. For parents/caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.

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.

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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.