

# Malanda State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

Malanda State School is a place where children are taught to *Be Safe, Be Respectful and Be Learners* explicitly – and to engage in the climate of learning and participation on offer. *'Work with Pleasure'* is not only our motto, but a deeply entrenched ethos upon which our school culture is based. Our Charter of Expectations represents the widely-held belief that every child can succeed, everyday.

2015 saw the year out with Principal Andrea Manley leading a team of devoted staff and the community thrived once more. At the end of this year, Mrs Manley would move to Ravenshoe SS, making way for 2016's new leader – Mark Allen.

The School's Annual Report is an opportunity to communicate to the community our achievements, and look to our future challenges. It provides an overview of the school community, that contextualises an analysis of key performance data covering the school's workforce, the curriculum, the finance and student results. Annual Opinion Data is also included, as it provides a balance of opinion and the report also provides a future outlook for the 2016 academic year in terms of key improvement work.

This report compliments other key planning documents including the *Annual Improvement Plan* – and aligns closely to the roles of key staff and their performance indicators. Ideally, the report provides detail on the progress towards the goals of the plan – backing up statements with facts and figures. In some instances, the data is held in other locations, and the links to these sources are included. If you are reading this information in hard copy from the school, please don't hesitate to ask for access to the 'linked' information.

If you would like more information, please don't hesitate to contact us by the contact information above, or visit our school's website.

**Mark Allen – Principal**

School progress towards its goals in 2015

## Our Explicit Improvement Agenda

In 2015, at Malanda State School we have three major priorities...

- **WRITING IT RIGHT**
- **MATHEMATICS MATTERS**
- **A DATE WITH DATA**

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

*NB: Colour coding in the table below is to the six domains of the Malanda State School 2016 Annual Implementation Plan (AIP)*

<b>WRITING IT RIGHT</b>	<b>MATHEMATICS MATTERS</b>	<b>A DATE WITH DATA</b>
The teaching of reading and writing	The teaching of numeracy	School Performance: <ul style="list-style-type: none"> <li>• Using data to set benchmarks and targets (school, class and student level)</li> <li>• Measuring and monitoring school and student improvement using OneSchool</li> </ul>
Explicit teaching practices in all classrooms	Explicit teaching practices in all classrooms	The teaching of Science
Refining and embedding the Australian curriculum and foundational learning programs (at individual student level / based on student data)	Refining and embedding the Australian curriculum and foundational learning programs (at individual student level / based on student data)	Student data: Attendance, Early Start, NCCD
Improving curriculum planning and assessment practices	Improving curriculum planning and assessment practices	Planning at the student level: <ul style="list-style-type: none"> <li>• 5 weekly differentiation (including U2B)</li> <li>• Whole school approach to ICPs</li> </ul>

		and ILPs
		SWPBL – using data to refine practice

The following initiatives contribute to the attainment of all three priorities:

- 5 weekly differentiation – including program adjustment for students achieving in the Upper 2 Bands of NAPLAN
- Whole school approach to support student learning through a three tiered RTI model
- Investing For Success plan
- NAPLAN Preparation
- Performance Development Plans for teachers incorporating Australian Standards
- Principal leadership and performance
- Local decision making
- Regional support

### 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.

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 school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	374	192	182	34	92%
2014	326	161	165	33	94%
2015	322	156	166	33	92%

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 2015, 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:

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 30% 'out of catchment' enrolment, and about 32% of school families are in the bottom socio-economic quartile.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	18	20
Year 4 – Year 7 Primary	26	27	26
Year 7 Secondary – 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.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	10	7	9

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.

## 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 & 7 Rewards Day
- Year 6 & 7 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

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 with the school

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child is getting a good education at school (S2016)	95%	93%	97%
this is a good school (S2035)	100%	96%	97%
their child likes being at this school (S2001)	100%	100%	97%
their child feels safe at this school (S2002)	100%	100%	97%
their child's learning needs are being met at this school (S2003)	90%	89%	97%
their child is making good progress at this school (S2004)	86%	89%	94%
teachers at this school expect their child to do his or her best (S2005)	95%	96%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	80%	89%	92%
teachers at this school motivate their child to learn (S2007)	80%	93%	94%
teachers at this school treat students fairly (S2008)	80%	93%	89%
they can talk to their child's teachers about their concerns (S2009)	86%	93%	97%
this school works with them to support their child's learning (S2010)	95%	93%	94%
this school takes parents' opinions seriously (S2011)	95%	92%	94%
student behaviour is well managed at this school (S2012)	85%	86%	92%
this school looks for ways to improve (S2013)	90%	89%	94%
this school is well maintained (S2014)	90%	100%	92%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	90%	97%	98%
they like being at their school (S2036)	88%	96%	97%
they feel safe at their school (S2037)	95%	84%	98%
their teachers motivate them to learn (S2038)	95%	95%	96%
their teachers expect them to do their best (S2039)	98%	99%	100%
their teachers provide them with useful feedback about their school work (S2040)	90%	93%	85%
teachers treat students fairly at their school (S2041)	90%	90%	95%
they can talk to their teachers about their concerns (S2042)	86%	94%	83%
their school takes students' opinions seriously (S2043)	87%	87%	91%
student behaviour is well managed at their school (S2044)	82%	87%	85%
their school looks for ways to improve (S2045)	90%	92%	98%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their school is well maintained (S2046)	97%	89%	98%
their school gives them opportunities to do interesting things (S2047)	97%	91%	90%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	88%	94%	100%
they feel that their school is a safe place in which to work (S2070)	96%	94%	100%
they receive useful feedback about their work at their school (S2071)	88%	83%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	93%	86%
students are encouraged to do their best at their school (S2072)	96%	94%	100%
students are treated fairly at their school (S2073)	96%	94%	100%
student behaviour is well managed at their school (S2074)	85%	89%	100%
staff are well supported at their school (S2075)	84%	72%	88%
their school takes staff opinions seriously (S2076)	88%	72%	94%
their school looks for ways to improve (S2077)	96%	89%	100%
their school is well maintained (S2078)	88%	83%	100%
their school gives them opportunities to do interesting things (S2079)	80%	67%	94%

# '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.

## Reducing the school's environmental footprint

The School's Student Council works on numerous environmental projects – in conjunction with the community to increase recycling, while reducing waste by composting, worm farms and our vege gardens. Ride to school days also reduce our environmental footprint. We turn off lights and fans – and all switches are signed accordingly ("Be bright, turn out the light!").

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	174,408	3,354
2013-2014	192,174	2,502
2014-2015	184,370	2,739

\*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.

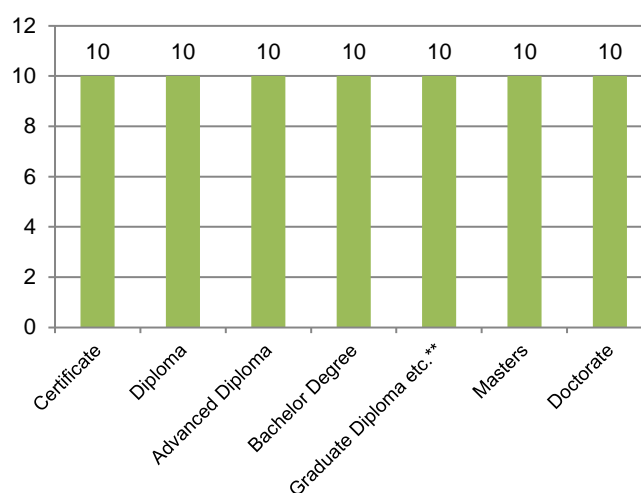
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	21	13	<5
Full-time equivalents	19	10	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	10
Diploma	10
Advanced Diploma	10
Bachelor Degree	10
Graduate Diploma etc.**	10
Masters	10
Doctorate	10
<b>Total</b>	<b>70</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were 10% of the school's annual budget.

The major professional development initiatives are as follows:

- Development of staff capability in the use of the Reading Script
- The Daily Writing Consolidation process
- The analysis of Data and Moderation

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	97%

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

From the end of the previous school year, 91% of staff was retained by the school for the entire 2015 school year.

### School income broken down by funding source

School income 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

GO

Sector:

Government

Non-government

SEARCH

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	88%	89%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

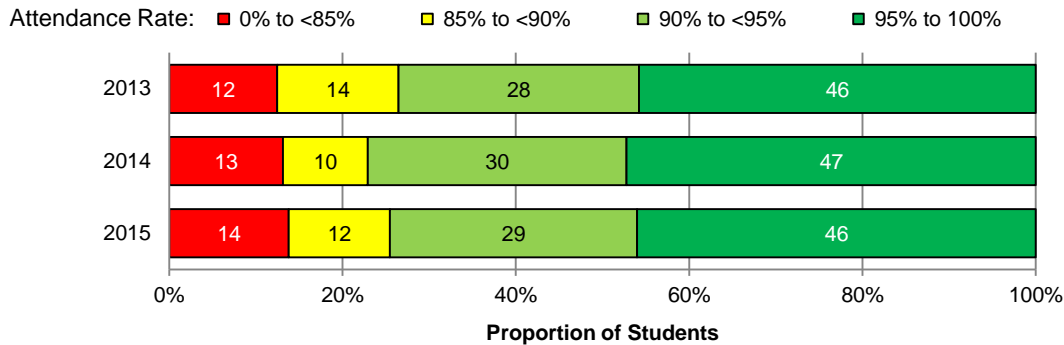
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	91%	93%	92%	92%	93%	93%	92%					
2014	89%	92%	93%	95%	94%	93%	93%	90%					
2015	92%	95%	91%	91%	93%	93%	95%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

## Student attendance distribution

The proportions of students by attendance range.



## 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 will embark on a new system for monitoring student attendance in the second half of the 2016 school year. This process will be refined, and will involve regular, formal contact with those families who experience difficulty achieving the school's attendance expectations.

## 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.

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.

### Find a school

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Sector:

Government

Non-government

SEARCH

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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.