



Malanda State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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 400's. 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!

School progress towards its goals in 2018



Malanda
State School

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)

Future outlook

Continuation of focus on *#whatever_it_takes* – designing incredible individualised learning opportunities to enable the success of all staff and students.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	335	351	380
Girls	173	187	201
Boys	162	164	179
Indigenous	38	39	46
Enrolment continuity (Feb. – Nov.)	94%	94%	95%

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

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	21	23
Year 4 – Year 6	24	23	24
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

Our outward-facing school values the community's views on curriculum content – where each year level studies units which engage the community – via excursions to sites of relevance, or guest speakers visiting the school.

Co-curricular activities

Our school operates a highly successful suite of lunchtime undertaking which encourage extension of skills, and skill development. We also have a range of specialist staff who work within our school and online to promote student learning and opportunity.

How information and communication technologies are used to assist learning

We are a #qldtechschool, and focus our efforts to ensure ICT is applied wherever applicable to drive student learning and opportunities.

Social climate

Overview

We apply the PBL framework in our school, where every class is highly engaged in 4:1 ratio of positives to negative student : teacher interaction. We have built-in systems to ensure this takes place. We also teach mindfulness via our PAUSE program – where we specialize in teaching students to self-regulate. In 2017/18, we had the lowest rate of MAJOR behavior incidents of any FNQ state school – which we attribute to the success of these approaches and whole-staff ownership.

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%	98%	88%
• this is a good school (S2035)	100%	96%	88%
• their child likes being at this school* (S2001)	94%	96%	97%
• their child feels safe at this school* (S2002)	81%	96%	88%
• their child's learning needs are being met at this school* (S2003)	100%	96%	88%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is making good progress at this school* (S2004)	94%	96%	85%
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	91%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	94%	79%
• teachers at this school motivate their child to learn* (S2007)	94%	96%	85%
• teachers at this school treat students fairly* (S2008)	88%	94%	91%
• they can talk to their child's teachers about their concerns* (S2009)	100%	98%	97%
• this school works with them to support their child's learning* (S2010)	100%	96%	76%
• this school takes parents' opinions seriously* (S2011)	100%	96%	82%
• student behaviour is well managed at this school* (S2012)	88%	90%	79%
• this school looks for ways to improve* (S2013)	100%	96%	91%
• this school is well maintained* (S2014)	100%	98%	94%

* 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)	96%	100%	95%
• they like being at their school* (S2036)	94%	98%	88%
• they feel safe at their school* (S2037)	97%	99%	94%
• their teachers motivate them to learn* (S2038)	100%	99%	99%
• their teachers expect them to do their best* (S2039)	100%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	97%	95%
• teachers treat students fairly at their school* (S2041)	92%	94%	82%
• they can talk to their teachers about their concerns* (S2042)	90%	93%	84%
• their school takes students' opinions seriously* (S2043)	97%	98%	85%
• student behaviour is well managed at their school* (S2044)	96%	89%	88%
• their school looks for ways to improve* (S2045)	98%	99%	97%
• their school is well maintained* (S2046)	99%	96%	94%
• their school gives them opportunities to do interesting things* (S2047)	98%	98%	89%

* 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)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	93%	97%

Percentage of school staff who agree# that:	2016	2017	2018
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	94%	90%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	93%	97%
• staff are well supported at their school (S2075)	100%	93%	97%
• their school takes staff opinions seriously (S2076)	100%	90%	90%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	95%	93%	93%

* 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

We are an outward-facing school, who works closely with our community at all times, as evidenced by our numerous fantastic partnerships, and referenced to our EIA (above).

Respectful relationships education programs

We work closely with our partners at VPG who deliver RR as a part of our annual Secondary transition program over 8 weeks every year. We also offer the Life Education Van program annually, and the Federally-funded Bravehearts program. This, when combined with our weekly social skills program and our SEAR System makes our school a safe place for students. We also participate in community events such as #bullyingnoway and #sayyestorespect.

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	6	4	8
Long suspensions – 11 to 20 days	0	1	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

We have many, heavily embedded sustainability activities.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	167,002	200,796	246,183
Water (kL)	2,483	2,521	2,559

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.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

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	26	18	0
Full-time equivalents	24	12	0

*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	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	31
Diploma	
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$23 364.32

The major professional development initiatives are as follows:

- Absolute alignment to the EIA at all times
- Age Appropriate Pedagogies
- Collaborative Planning
- Digital Technologies

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.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018 is 96%.

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	92%	93%	93%
Attendance rate for Indigenous** students at this school	87%	92%	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	91%	94%	91%
Year 1	90%	93%	93%
Year 2	93%	92%	91%
Year 3	93%	94%	93%
Year 4	91%	93%	94%
Year 5	91%	92%	93%
Year 6	95%	94%	92%

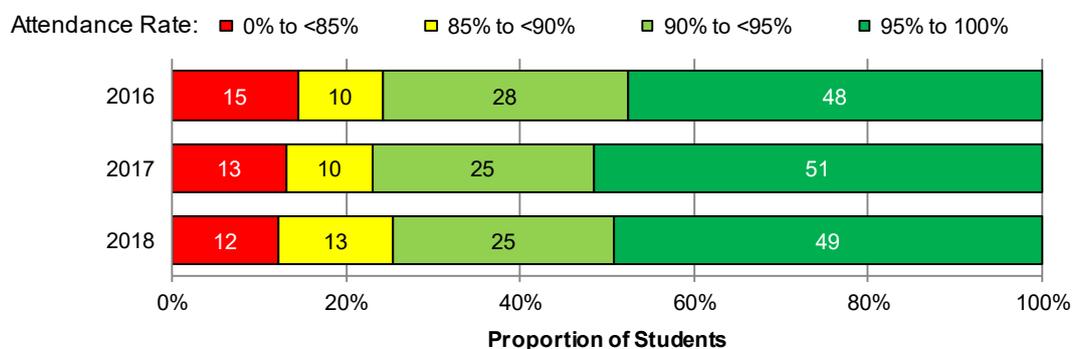
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

Provide a description of:

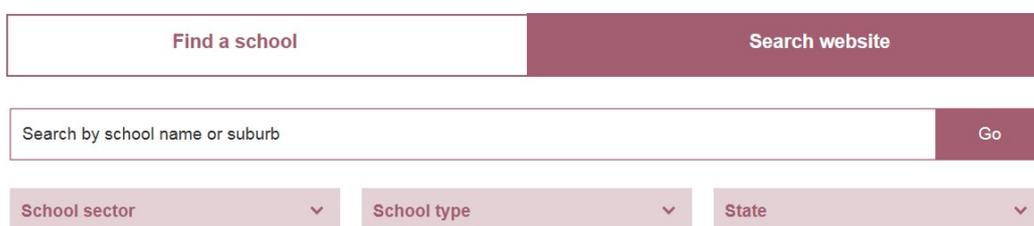
We follow our clearly documented Attendance System, which is aligned to Oneschool and is also followed by our local secondary school. We celebrate attendance

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.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



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.

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.