



Maleny State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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School Overview

Maleny State School was established in 1913 and is part of the Range to River Coalition which includes Maleny State High School, Mapleton State School, Conondale State School, Kenilworth State Community College and Montville State School. The school services the rural communities of Maleny, Witta, Reesville, Baroon Pocket, Curramore, Bellthorpe, Wootha and Mt Mellum with an enrolment of approximately 400 students. Staff include a Principal, Deputy Principal, Guidance Officer, Literacy Coach, Innovation Teacher, Head of Special Education Services, Learning Support Teacher, Well-Being and Engagement Specialist, Japanese Teacher, Music and Physical Education teachers and 16 classroom teachers. Teachers at the school have a variety of experience and expertise with many teachers living locally and a number who also travel from coastal areas.

Maleny SS also employs additional teacher aides who support Prep full time and play a major role in school literacy and numeracy programs and support areas. The school has predominantly single and double classes with multi-age classes as needed. Teachers work collaboratively in a variety of ways including single, cooperative and team teaching classrooms. We believe that our curriculum is engaging, relevant and leads to improved academic achievement for all students. The school is supported by an active and very positive Parents and Citizens Association and has developed a wide range of valued and longstanding community partnerships that interact with the school in mutually supportive ways.

Values

At Maleny our core values lie under the three beliefs of;

- High Expectations
- A Supportive Learning Culture
- Being a Reflective Life Long Learner

At Maleny State School we believe effective teachers take responsibility for all students learning and set high expectations to achieve the personal best out of each student. We believe effective teachers are lifelong learners that improve, learn and change. Effective

teachers create a safe and supportive learning culture that increases student achievement. We believe that effective teachers use research based practices and benefit from coaching and collaboration. We believe effective teachers are reflective teachers.

Vision

Connected Learners, Creative Leaders

At Maleny State School our vision is – Connected Learners, Creative Leaders.

Students at Maleny State School have a connection to self, school community, local community and the wider global community. We promote strong relationships within our diverse school and each of these communities.

Students aspire to and are encouraged to become lifelong learners, creative problem solvers and forward thinkers. Preparing them to become model citizens in our ‘future’ world.

At Maleny State School we celebrate diversity and difference. We understand that each student will choose a different life pathway, therefore we feel we can lay the foundation towards students aiming high and being able to overcome challenges that will enable a positive future for each student.

At Maleny State School leadership is valued and encouraged. We encourage students to use a collaborative approach toward their learning - leading not only by example but encouraging others to reach their full potential and create a sense of belonging. We create opportunities for students to develop their leadership skills and inspire others into action.

At Maleny State School we believe in creating a positive culture that fosters success by providing students with an environment that feels safe, trusted, supportive and challenging across all developmental areas (cognitive, physical, social and emotional). We ensure students feel valued through their positive connections and learning with teaching staff, with their peers, families and with their outside school community.

Principal’s Foreword

This 2017 School Annual Report (SAR) provides our Maleny School Community with a summary of our achievements for the 2017 school year. The report includes information about:

- Our school’s progress towards its 2017 goals
- The key areas which have been identified for improvement in the 2018 school year
- Our school profile (characteristics of our student body, class sizes, school disciplinary absences, curriculum offerings, social climate, school satisfaction levels and parent involvement)
- Our staff profile (composition, qualifications, attendance, professional development and retention rates)
- Student performance (attendance and achievement)

You are invited to read through the SAR and our school website and contact the principal, John Byrne, if you have any further questions about our school.

Future Outlook

2018 Explicit Improvement Agenda

1: Writing - *Embed a balanced and consistent writing program across the school*

- Deepen staff knowledge understanding and pedagogical practice of the 5 writing procedures (i.e. Modelled Writing; Shared and Interactive Writing; Guided Writing & Independent Writing, Author's Chair).
- Align writing pedagogy to Pearson's Gradual Release of Responsibility Model.

2: Positive School Culture

- Design, implement and document a comprehensive well-being program throughout the school for all students and staff.

3: Differentiation

- Explore and embed strategies for the systematic differentiation of learning in all classrooms for the full range of students, including Individual Curriculum Plans for identified students.

The key area for improvement as defined in the School Implementation Plan for 2018 is writing.

In 2018 our major focus will be in improving student outcomes in writing. A full time Literacy Coach will continue to assist teachers with the implementation of the Gradual Release Model in writing. The school has budgeted for a full time Literacy Coach, additional teacher aide time in the Early Years and Support areas, and relevant resources to support the literacy focus in our school. We plan to host our inaugural 'Writing Round-Up' where we invite local authors to share their craft with our staff and students.

The new Digital Technologies curriculum will continue to be implemented in 2018 with additional opportunities for students to participate in coding and robotics clubs and competitions.

We will continue to nurture and develop our positive school culture by developing a comprehensive well-being program throughout the school for all students and staff and review our school's Responsible Behaviour Plan.

Our goal of lifting the academic progress of all students especially those with disabilities will drive our differentiation processes throughout the school.

Our School at a Glance

School Progress towards its Goals in 2017

2017 Priority Area	Progress
Writing	<p>In NAPLAN Writing results, 43.9% (year 3) and 20.5% (year 5) of our students achieved a result in the upper two levels which is a record for our school and more than double our results in 2016. In Spelling, Grammar and Punctuation our year 3 students set more Maleny records. Another impressive result was in Grammar and Punctuation where 82.9% of students achieved a result in the upper two levels. 100% of students in year 3 achieved a result above the national minimum standard. Year 5 Writing Mean Scale Score and Upper Two Bands spelling result was Maleny's highest on record.</p> <p>Ongoing 3 year implementation process of the Gradual Release of Responsibility Model in writing is partially completed and is expected to be completed in 2018 and maintained beyond.</p>

% of Year 3 students achieving Upper 2 Bands (U2B)

U2B	Nation % 2017	2017 Result	2016 Result
Writing	44.7	43.9%	21.4%
Spelling	45.5	63.4%	28.6%
Reading	51.5	68.3%	42.9%

% of Year 5 students achieving Upper 2 Bands (U2B)

U2B	Nation % 2017	2017 Result	2016 Result
Writing	15.9	20.5%	16.1%
Spelling	34.2	33.3%	19.4%
Reading	36.9	48.7%	46.8%

Mean Scale Scores (MSS) Year 3

MSS	Nation 2017 MSS %ile	2017 Result	2016 Result
Writing	413.6 43	402	375
Spelling	416.2 58	433	379
Reading	431.3 65	465	409

Mean Scale Scores (MSS) Year 5

MSS	Nation 2017 MSS %ile	2017 Result	2016 Result
Writing	472.5 44	463	466
Spelling	500.9 44	491	479
Reading	505.6 65	536	522

National Minimum Standard (NMS) Year 3

NMS	Nation % 2017	2017 Result	2016 Result
Writing	95.5	100%	97.6%
Spelling	93.5	100%	92.9%
Reading	95	100%	95.2%

National Minimum Standard (NMS) Year 5

NMS	Nation % 2017	2017 Result	2016 Result	2015 Result
Writing	91.7	84.6%	93.5%	84%
Spelling	93.8	92.3%	96.8%	90%
Reading	94	94.9%	100%	94%

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	399	184	215	14	92%
2016	387	178	209	13	92%
2017	408	209	199	9	95%

Student counts are based on the Census (August) enrolment collection.

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

The students at Maleny State School are from the Maleny district which is a semi-rural area located in the Sunshine Coast Regional Council area. The school services the rural communities of Maleny, Witta, Reesville, Baroon Pocket, Curramore, Bellthorpe, Wootha and Mt Mellum. Maleny State School has a diverse student population reflecting the local community. The majority of students have Australian backgrounds, including a small percentage of both Aboriginal and Torres Strait Islander, and European and Asian students. The students are supportive, well behaved, friendly and switched on to learning.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	22	24	24
Year 4 – Year 6	29	25	24

Curriculum Delivery

Our Approach to Curriculum Delivery

Our curriculum has a central focus of developing high levels of literacy and numeracy. The influences on our curriculum framework are evident through:

- An integrated approach to Key Learning Areas with real life and challenging learning experiences;
- A collaborative team approach to planning and implementation of units;
- Implementing the use of digital technologies into all units of work in all year levels which is focused on helping students become confident users and evaluators of digital and information systems, who can create digital solutions to problems and opportunities;
- Constructive assessment and reporting focusing on what the students know and can do;
- Focused Support Programs (e.g. Daily Rapid Reading Program, Link Decoding, Phonics, etc.) to support students in years Prep to Four. (These programs involve both school personnel and volunteers from our school community working with students individually to ensure that every child learns to read and write.)
- School Wide Positive Learning Support (PBL) Program which includes a set school PBL curriculum that is taught in classes as a discreet subject;
- Languages Other Than English (LOTE) Curriculum which includes the teaching of Japanese to all Year 5 and 6 students;
- Special Education Program (SEP) which provides special education programs and inclusive education which translates into our school setting as: celebrating diversity; providing adjustments within the teaching and learning environment so that disabilities are not a barrier to students' learning outcomes; ensuring that students with disabilities are active members and participants in our school community;
- Generating Excellence for Maleny Students (GEMS) program designed to extend and challenge students' learning. It is aimed at students from Prep to Year 6 who are achieving high academic results in specific key learning areas. Students are provided with activities to deepen their knowledge, understanding and skills on topics that they are learning in their classroom;
- Extra curricula activities include: Instrumental Brass, Percussion and Woodwind Program (Years 4-6); Recorder Ensemble; School Choir; Advanced Instrumental Music Camp; Technology Clubs (Code Club, Robotics Club, Minecraft EDU clubs) Surf Skills; Camping Program years 4-6 that includes a year 6 Canberra Trip.

Co-curricular Activities

- GEMS (Generating Excellence for Maleny Students) Program
- Digital Technologies Launch School
- #QLDTechSchools trial school
- Impact Booster Numeracy Online Project (Years 3&5)
- Instrumental Brass, Woodwind and Percussion Program (Years 4 – 6)
- Instrumental Woodwind Program (Years 4 – 6)
- Recorder Ensemble
- School Choir- visits to Erowal Age Care Facility
- Advanced Instrumental Music Camp
- Canberra Trip (Year 6)
- Mapleton Adventure Camp (Year 5)
- Currimundi Camp (Year 4)
- Maleny Pioneer Village and Maleny Dairies
- Participation in the University of New South Wales Competitions (Spelling, Digital Technologies, Science, Writing, English and Mathematics Years 3 – 6)
- Wonders of Science Program
- Lunchtime Code and Robotics Club
- School Music Concert
- Under 8's Day (Prep – 3)
- ANZAC Day, Remembrance Day participation
- Student Leaders Program
- School and District Maths Competition
- Swimming Carnival at school pool
- Daniel Morcombe Walk
- Harmony Day – Town performance with local schools
- 'Say No to Bullying Day'
- Interschool Spelling and Mathematics Competition
- Buddy Reading Yr5 and GoodStart Early Learning Centre
- Knitfest
- Maleny Show School Displays and Entries

How Information and Communication Technologies are used to Assist Learning

Highlights for 2017 included:

- Maleny State School was invited to become a Digital Technologies Launch School in 2016. In 2017 we extended our network connections by being accepted into the first trial round of the #QLDTechSchools community group. The focus was the creation of a Technology Ambassador role at the school to support not only local implementation of this subject area but explore/share the implementation of Digital Technologies and Design and Technologies across other schools, building a community of practice and support. Admin and Teachers participated in specific professional development to understand more about the curriculum area as well as specific knowledge and skills development specific to their year level.
- A Digital Coach role (Leader of Innovation) is continuing to support teachers via ongoing professional development of all staff and students. Teachers can access face to face mentoring, modelled lessons, planning support and resource development to aid teaching and learning in class. Amongst other responsibilities, this role provides for advice on future directions, planning and maintenance of the ICT infrastructure of the

school to ensure we meet current and future needs. In 2017 significant design and implementation of a range of digital technologies (hardware and software) across the school campus occurred to ensure that we were up to date and provided access to all the specific technologies required for the implementation of the Digital Technologies Curriculum.

- The Innovation Centre (school library) continues to re-imagine the potential of the space, to not only promote literacy through its library but to also promote a range of Science, Technology, Engineering, Arts and Mathematics (S.T.E.A.M) activities and experiences to support, engage and challenge children through lunchtime activities and in-class opportunities. In 2017 there has been a sharp increase in the usage of the space daily with an average of 50-60 students choosing this space over traditional lunchtime activities. A record was set in 2017 with 111 students (more than ¼ of the entire school) accessing the space in a single lunch time. Activities continually cycle around computing based activities (coding, robotics, MinecraftEDU, electronics, etc.), to engineering challenges (cup construction, paper rollercoaster making) to arts and craft activities which are on offer weekly.

- Maleny State School successfully applied and received an Entrepreneurs of Tomorrow Grant. This grant, now in its second year of funding, is specifically in place to support Maleny in the overall implementation of the Digital Technologies Curriculum through hands-on exposure to the potential of Coding and Robotics in solving 21st Century problems. Our school's approach is to expose all year levels to robotics and coding activities and challenges, embedded throughout all year levels and across relevant subject areas. The grant is also allowing for the encouragement of children, as they grow older, into more specific interest based challenges through Extension and Enrichment programs, coding or robotics clubs, right down to individualised targeting of students to engage in such activities that may not otherwise be available through normal programs. This grant has enabled the school to purchase a range of robotic devices and coding applications suitable for use across multiple year levels. This will continue to develop over the 3 years of funding the grant.

- Maleny State School used a range of digital technologies in various year levels to tackle curriculum goals. In Yr6 students utilised SPRK+ robots to complete explorations in angles and degrees of turn. They programmed robots to follow set challenges (shaped courses marked out on the floor), working out types of angles and degrees of turn. Year 4 students completed a Design and Digital Technologies challenge to save Superman. Students designed and built a rescue craft from recycled materials that was then powered by 1 of 2 types of robots (SPRK+ or DASH). They then had to code the robot to traverse a course, knock over Superman's kryptonite prison tower and capture him in the craft. Various GEMS programs were run for years 2, 3 and 4. Yr 2 and 3 students utilised Office 365 tools online to collaboratively write a short story that was then turned into an Audio story using Audacity to mix together student's narrating their story, adding sound effects and music tracks. Yr 4 students blended digital technologies in the Arts by using Makey Makey system boards and Scratch2 to code a working digital musical instrument based on their designs using recycled materials. The year 2 and 3 programs were also a mini trial for the potential use of Online Collaboration systems for potential wider role out and use by class levels in 2018.

- Staff continue to engage in ongoing professional development opportunities to continue to improve digital technologies and digital pedagogies across all areas of the curriculum. Through the school's Digital Coach relevant offerings are organised in a variety of

modes e.g. Face to face informal coaching sessions, demonstration lessons in class, after school and pupil free day workshops, online conferences (e.g. P-2 Online Festival, Online Maths Festival, Cybersafety webinars).

- Online learning was also used for student learning. The school was involved in the IMPACT online learning program through the Learning Place. Students in years 3 and 5 participated in the academic short courses developing mathematic proficiency and extension.

- A MinecraftEDU program continues to be used in various year levels for teaching and learning. Experiences across multiple year levels and club activities e.g. Year 3 Mathematics World, Year 3 Pioneer Village History Project, Yr 1&2 Junior Creative Club co-construction of the Amazing Treehouse Series by Andy Griffith focusing on Digital Literacy/Capabilities, Yr5/6 Maleny 3.0 (designing and building Maleny of the future) and the Yr 6 Cartesian Coordinates Orienteering Challenge.

- Collaborative digital systems continue to be implemented, extended or refined to enable more effective teacher planning, sharing of resources and delivery of learning. Administrators and teachers are utilising onsite systems like Microsoft OneNote to streamline collaborative planning and effective administration. Learning Place online systems (for student learning) are being utilised by many classes.

Social Climate

Overview

Maleny has an extremely safe and supportive environment that is encouraged by the implementation of successful programs. School Opinion Surveys show strong satisfaction by staff, parents and students that are above the State mean in most areas. Safety (Parents 94%, Students 90%, Staff 95%), High Expectations (Parents 96%, Students 97%, Staff 98%), Look for Ways to Improve (Parents 98%, Students 94%, Staff 100%), Discipline (Parents 89%, Students 78%, Staff 98%), Fair Treatment (Parents 96%, Students 95%, Staff 98%), Like Being at This School (Parents 96%, Students 88%, Staff 98%).

Our school celebrated its twelfth year as a School Wide Positive Behaviour Learning school with our PBL processes being recognized and shared with other schools in our region.

Bullying is not tolerated under any circumstances and communicated as unacceptable to students and our community. Students are taught the 'High 5' strategies to deescalate bullying around the 3 B's (Bully, Bullied and Bystander) and are encouraged to report and expose all incidents as they occur. Building resilience for all students is seen as a positive and healthy life skill for students to acquire. If bullying issues are occurring the school responds immediately and works with all parties to resolve using a restorative practices approach.

Other supportive programs include our Social Skills Programs, Leadership Program (Yr 6), Human Relationships Education (Yr 6), E Learning through our Enrichment Centre, music concerts and recorder ensemble groups, instrumental lessons and school band.

Our Enhanced Learning Team (consists of the Principal, Deputy Principal, Head of Special Education Services, Guidance Officer, Engagement and Well-Being Teacher and



Learning Support Teacher) meets fortnightly with classroom teachers to ensure the best individual support is available to individual students. The School Chaplain, Engagement and Well-Being Teacher & Guidance Officer also provide support to parents, staff & students.

Our Chaplaincy Committee is very active consisting of chaplain, principal, parent and community members and promotes student and family welfare within our school. Yearly events include Mentoring Programs, a Chappy Walk, Chappy Week Activities, Weekly Student Breakfasts, Under 8's Day, Milkin It for Charity, craft and lunch time games combined with social programs.

As indicated by our Opinion Surveys our parent and community body is actively involved within the school. Our P&C meet regularly and positively promote strong values and high expectations in terms of student behaviour and academic outcomes.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	93%	93%	94%
this is a good school (S2035)	100%	95%	96%
their child likes being at this school* (S2001)	100%	100%	96%
their child feels safe at this school* (S2002)	100%	98%	94%
their child's learning needs are being met at this school* (S2003)	89%	95%	94%
their child is making good progress at this school* (S2004)	89%	95%	94%
teachers at this school expect their child to do his or her best* (S2005)	93%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	98%	98%
teachers at this school motivate their child to learn* (S2007)	93%	95%	94%
teachers at this school treat students fairly* (S2008)	96%	90%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	98%	98%
this school works with them to support their child's learning* (S2010)	89%	98%	92%
this school takes parents' opinions seriously* (S2011)	96%	95%	90%
student behaviour is well managed at this school* (S2012)	79%	88%	89%
this school looks for ways to improve* (S2013)	100%	98%	96%
this school is well maintained* (S2014)	96%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	97%	94%
they like being at their school* (S2036)	97%	94%	88%
they feel safe at their school* (S2037)	99%	89%	90%
their teachers motivate them to learn* (S2038)	98%	98%	97%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
their teachers expect them to do their best* (S2039)	98%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	93%	98%	93%
teachers treat students fairly at their school* (S2041)	95%	91%	95%
they can talk to their teachers about their concerns* (S2042)	89%	89%	85%
their school takes students' opinions seriously* (S2043)	94%	86%	82%
student behaviour is well managed at their school* (S2044)	82%	75%	78%
their school looks for ways to improve* (S2045)	97%	94%	97%
their school is well maintained* (S2046)	93%	94%	93%
their school gives them opportunities to do interesting things* (S2047)	96%	97%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	98%
they feel that their school is a safe place in which to work (S2070)	96%	100%	98%
they receive useful feedback about their work at their school (S2071)	96%	95%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	95%	95%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	96%	100%	98%
student behaviour is well managed at their school (S2074)	78%	97%	98%
staff are well supported at their school (S2075)	96%	97%	95%
their school takes staff opinions seriously (S2076)	96%	97%	95%
their school looks for ways to improve (S2077)	100%	100%	98%
their school is well maintained (S2078)	91%	95%	95%
their school gives them opportunities to do interesting things (S2079)	100%	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

We value the contribution of parents in a number of school based decisions and work around our school. The P & C meets regularly along with the Student Council to develop strategies to improve school facilities and programs.

Parents are involved in a great deal of the extra-curricular activities and classroom activities.

These included:

- LAP (Learning Assistance Program) Tutors
- Classroom and school volunteer program
- P&C Association
- Focus Groups
- Excursions

- Fundraising – (Country Fair, Movie Days, Mother’s and Father’s Day, BBQ’s)
- Tuckshop
- Intensive Daily Reading Program
- Welcome BBQ for parents
- Country Fair
- Culminating activities
- Sporting events
- Instrumental Music
- Parent Teacher Interviews
- Student mentors

At Maleny State School we utilize the voluntary support of community members who see value as we do, in our mentoring student program. Community members are firstly interviewed then given training in the process of being a mentor at Maleny State School, before they are introduced to a student who they will mentor for one hour per week. This connection is what builds further understanding as to what healthy relationships and partnerships look like between students, school and the community.

Maleny State School also believes in educating and providing further current understandings for our parents and community, in the area of parent/child relationships and behavioural understandings both at home and at school. We promote this belief through our on-going commitment to run parenting programs such as 123 Magic and address other emotional and social issues through newsletters, small group discussion sessions, and through one on one support as required.

When a family first arrives at Maleny State School it is important that the needs of each student and family are accurately discussed so that every effort is made to support this student and family’s needs. If concerns or needs arise that require additional support, Maleny State School has a team approach, whereby these concerns or needs are analysed and addressed by our Enhanced Learning Team which meets fortnightly.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

Maleny State School believes in a proactive approach to developing respectful relationships across all year levels and across the entire school population. School staff continually model healthy relationships through their interaction with one another, with the students they support and with parent and community members. It is expected within our school that our whole school community demonstrates safe and respectful relationships. In context or when incidents occur, school staff reinforce what it means to be safe, feel supported/respected and to feel that we belong. We acknowledge differences, however emphasize the need for safety and respect in the relationships that we form. Throughout the school year, specific programs that look at “Protective and positive behaviours, Anti-bullying/Cyber-bullying, Empathy and Self-Regulation, Healthy Relationships and Choice” are implemented where appropriate, or of need. As part of our school beliefs and values, these understandings are entwined in our everyday practice and connections with each other.

An Engagement and Well-being teacher along with our Guidance Officer and our Enhanced Learning Team ensure all of our students are supported and develop the knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

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

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	2015	2016	2017
Short Suspensions – 1 to 10 days	16	6	2
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Being part of the National Solar Schools Program we have a solar power system on the roof of "C" Block and energy efficient lights throughout the school. Classes are also encouraged to utilize natural lighting (where appropriate) instead of turning on fluro lights and turn heaters and other appliances in classrooms off when not in use.

Taps and toilet cisterns are monitored and maintained which assists in water usage. Water meters are read weekly so leaks in ageing underground pipes can be quickly located and repaired. Our water usage in 2016-2017 increased due to the draining and refilling of our school pool.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	168,961	2,421
2015-2016	172,489	1,609
2016-2017	174,435	2,035

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

GO

Sector:

Government

Non-government

SEARCH

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	32	23	0
Full-time Equivalents	26	13	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	4
Graduate Diploma etc.**	
Bachelor degree	20
Diploma	8
Certificate	

*Teaching staff includes School Leaders

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

**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 2017 were \$ 35797.84 (including TRS associated with PD)

The major professional development initiatives were predominately based around building staff capacity in:

- Reading – Gradual Release Model
- Writing - Gradual Release Model
- Phonics - Gradual Release Model
- Behaviour Management
- Digital Technologies Curriculum
- Collaborative Year Level Planning

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
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).	92%	96%	94%

*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 2017 for all Queensland Primary schools was 93%.

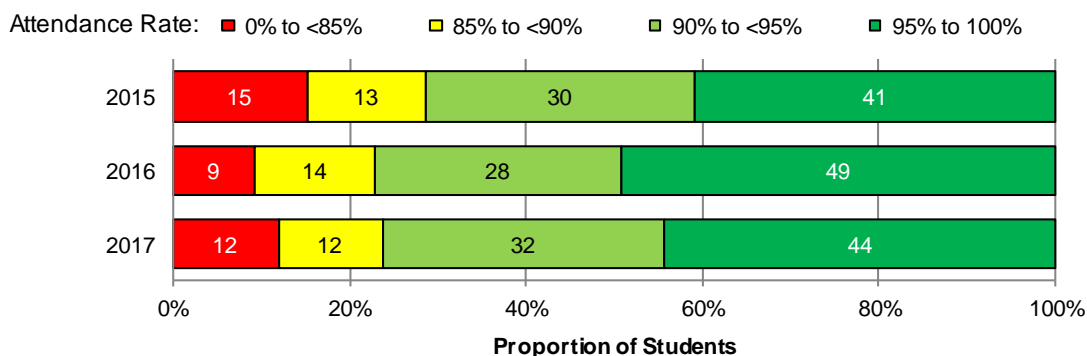
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	91%	89%	92%	93%	91%	92%						
2016	93%	94%	92%	92%	95%	94%	94%						
2017	93%	93%	93%	91%	93%	94%	93%						

*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.

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 line with the DET Policies and Procedure Register, Managing Student Absences and Enforcing Enrolment and Attendance at State Schools (vers 3.15) and Roll Marking in State Schools (vers 3.12), which outline processes for managing and recording student attendance and absenteeism.

The roll is to be marked at 9:00am and at 1.40pm on a daily basis by class teachers. The Teacher marks if the child is in attendance or absent. Parents use the Absence Line or Email to inform the school if their child is absent. An SMS message is sent each morning, after the rolls have been marked, to parents who have not informed the school of their child's absence and the reason for the absence. If the student has been absent for two consecutive days without explanation class teachers will, on the second day, advise the office staff who will attempt to contact the parent for an explanation of the absence on the following day.

In addition administration staff contact parents where possible on a daily basis following up on unexplained absences where an SMS reply has not been received. The principal and guidance officer meet with parents of students that have poor attendance behaviours and offer support to improve student's attendance.

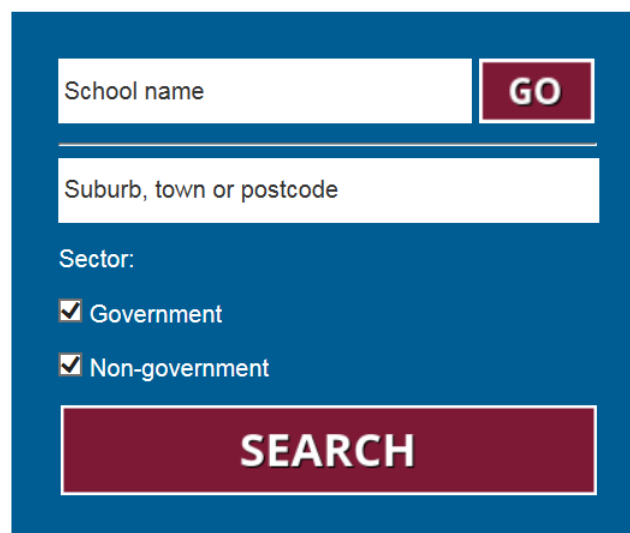
If unsatisfactory attendance continues the school will initiate procedures as outlined in Managing Student Absences and Enforcing Enrolment and Attendance at State Schools (vers 3.15)

The school has developed an Attendance Team (A-Team) that monitors and analyses student attendance data, and develops strategies to encourage positive attendance habits. Certificates are awarded to students with an attendance of 95% or above each Term. Students on assembly with a weekly attendance of 95% go into a random draw where a number of lucky students drawn out, win tuck-shop vouchers. Classes with 100% attendance are recognised each week on assembly and recognized in a display in the office foyer.

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



School name

Suburb, town or postcode

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 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.

Conclusion

Maleny State School continues to provide an extremely positive, safe and supportive environment for our students to be educated in, this is evidenced in the contents of this report and student, parent and staff surveys. Outstanding success was achieved in the schools explicit focus areas of Writing, and other NAPLAN areas of Literacy and Numeracy. The school also received an extremely positive School Review by external reviewers in 2016 and have now outlined their four year outlook in the 2017-2020 Strategic Plan. The major focus of the school in 2018 will centre around the implementation of the Gradual Release Model of Writing. The Maleny State School values parent and community partnerships and looks forward to working with numerous volunteers and community groups to ensure that all students achieve success.