



Maleny State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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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.

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 provide a variety of models in the community to inspire action.

At Maleny State School we believe in happiness to learn. To ensure happiness, we provide students with an environment that feels safe, trusted, and supportive 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.

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 so as 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.

Principal's Foreword

Introduction

This 2016 School Annual Report (SAR) provides our Maleny School Community with a summary of our achievements for the 2016 school year. The report includes information about:

- Our school's progress towards its 2016 goals
- The key areas which have been identified for improvement in the 2017 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.

School Progress towards its Goals in 2016

2016 Priority Area	Progress
Attendance	Complete Good improvement shown (2015-90.4 %, 2016 92%) established process now in place and will continue to be implemented and monitored each year with a desired attendance target of 95%.
Writing	Ongoing 3 year implementation process partially completed / implemented in 2016 and is expected to be completed in 2018 and maintained beyond.
Differentiation	Most identified areas implemented and in place. Ongoing planning, strategies and embedding of process have been included in our 2017-2020 Strategic Plan.

Academic Data for 2016 for English, Maths and Science

Semester 2, A-E Data

Target 82% C or Above (Green shade indicates result above 82% target set, blue similar and red below.)

Year Level	Maths	English	Science
Prep	85.8	69.4	89.7
One	92.9	88.6	97.1
Two	98	92	100
Three	70.5	68.3	83.8
Four	92.4	82	93.7
Five	90.9	89.6	100
Six	87.1	92	96.6

ACHIEVEMENT- NAPLAN

% of students achieving Upper 2 Bands (U2B)

U2B	Yr 3 Target	2016 Result	2015 Result
Writing	45%	21.4%	31.8%
Spelling	41%	28.6%	25%
Reading	49%	42.9%	50%

ACHIEVEMENT- NAPLAN

% of students achieving Upper 2 Bands (U2B)

U2B	Yr 5 Target	2016 Result	2015 Result
Writing	20%	16.1%	7.8%
Spelling	32%	19.4%	27.5
Reading	40%	46.8%	31.4%

Mean Scale Scores

MSS	Yr 5 Target	2016 Result	2015 Result
Writing	500	466	444
Spelling	490	479	484
Reading	500	522	492

MSS	Yr 3 Target	2016 Result	2015 Result
Writing	401	375	391
Spelling	395	379	374
Reading	425	409	427

National Minimum Standard

NMS	Yr 3	2016	2015
	Targets	Result	Result
Writing	94%	97.6%	97%
Spelling	93%	92.9%	91%
Reading	95%	95.2%	93%

NMS	Yr 5	2016	2015
	Targets	Result	Result
Writing	95%	93.5%	84%
Spelling	93%	96.8%	90%
Reading	95%	100%	94%

Future Outlook

2017 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 Writing; Guided Writing & Independent Writing, Author's Chair).
- Align writing pedagogy to Pearson's Gradual Release of Responsibility Model.
- Develop student competence in the Seven Steps to Writing Success.

The key area for improvement as defined in the School Implementation Plan for 2017 is writing.

In 2017 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, teacher professional learning, additional teacher aide time in the Early Years and Support areas, and relevant resources to support the literacy focus in our school.

In addition a strong emphasis will be placed on developing a consistent approach to the teaching of phonics in Prep to Year Two.

The new Digital Technologies curriculum will be continued to be implemented in 2017 after the school was selected to participate as a 'Digital Technologies Launch School' in 2016.

Year five and six teachers will engage in a new 'Wonder of Science Program' that will see visiting scientists work with students and teachers on engaging units of work that have a real world context.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	410	184	226	12	94%
2015*	399	184	215	14	92%
2016	387	178	209	13	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 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

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 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	2014	2015*	2016
Prep – Year 3	24	22	24
Year 4 – Year 7	29	29	25
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 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 Two. (These programs involve both school personnel and volunteers from our school community working with students individually to ensure that every child learns to read.)
- 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 (Gifted Education for Maleny Students) Program
- Impact Booster Numeracy Online Project (Years 3&5)
- Instrumental Brass 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 Daries
- Participation in the University of New South Wales Competitions (Spelling, Digital Technologies, Science, Writing, English and Mathematics Years 3 – 6)
- Surfing Scientist Presentation (P-6)
- Telling Stories Competition Department of Creative Writing Sunshine Coast University and Mooloolaba Rotary
- Lunchtime Code and Robotics Club
- Winners of Australian Youth Rocketry Challenge
- 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
- Readers Cup (Year 4)
- Daniel Morcombe Walk
- Harmony Day 'Say No to Bullying Day'.

How Information and Communication Technologies are used to Assist Learning

Highlights for 2016 included:

- Maleny State School was invited to become a Digital Technologies Launch School in 2016. This enabled our school to look at a trial implementation of the Digital Technologies Curriculum, including reporting, across the entire school. Teachers participated in Digital Technologies 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) has been added to support teachers to support the ongoing 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 2016 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 school Library was rebranded at the beginning of the start of the 2016 school year to the 'Innovation Centre'. The aim was 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 2016 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 2016 with 105 students (more than $\frac{1}{4}$ 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 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 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.
- 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. Additionally, online learning was used for a club activity allowing the first ever Maleny State School Rocketry Club to access a University Lecturer/Mentor from Latrobe University in the exploration of rocket theory, design software and subsequent development of a real rocket for the Australian Youth Rocketry Challenge. With the online assistance and coaching by our mentor, Maleny was able to secure a 1st place for the junior category of the competition.
- A MinecraftEDU pilot program was designed for Year 3 students, initially focussing on developing social skills and cooperative learning. This was then expanded after the initial successful pilot to incorporate 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.
- Connections have been made with local cluster schools supporting each other in the implementation of the Digital Technologies Curriculum. Relationships continue to develop to share knowledge and expertise in this complex and challenging area. Plans to expand this relationship in 2017 are underway for the benefit of all staff and schools.

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 98%, Students 89%, Staff 100%), High Expectations (Parents 100%, Students 99%, Staff 100%), Look for Ways to Improve (Parents 98%, Students 94%, Staff 100%), Discipline (Parents 88%, Students 75%, Staff 97%), Fair Treatment (Parents 98%, Students 91%, Staff 100%), Like Being at This School (Parents 100%, Students 94%, Staff 100%).

Our school celebrated its eleventh 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, Weekly Student Breakfasts, Under 8's Day, 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 and School Council 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:	2014	2015	2016
their child is getting a good education at school (S2016)	95%	93%	93%
this is a good school (S2035)	98%	100%	95%
their child likes being at this school* (S2001)	98%	100%	100%
their child feels safe at this school* (S2002)	98%	100%	98%
their child's learning needs are being met at this school* (S2003)	93%	89%	95%
their child is making good progress at this school* (S2004)	93%	89%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	93%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	93%	98%
teachers at this school motivate their child to learn* (S2007)	95%	93%	95%
teachers at this school treat students fairly* (S2008)	98%	96%	90%
they can talk to their child's teachers about their concerns* (S2009)	98%	100%	98%
this school works with them to support their child's learning* (S2010)	93%	89%	98%
this school takes parents' opinions seriously* (S2011)	95%	96%	95%
student behaviour is well managed at this school* (S2012)	95%	79%	88%
this school looks for ways to improve* (S2013)	98%	100%	98%
this school is well maintained* (S2014)	95%	96%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	97%	97%
they like being at their school* (S2036)	94%	97%	94%
they feel safe at their school* (S2037)	94%	99%	89%
their teachers motivate them to learn* (S2038)	97%	98%	98%
their teachers expect them to do their best* (S2039)	99%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	94%	93%	98%
teachers treat students fairly at their school* (S2041)	90%	95%	91%
they can talk to their teachers about their concerns* (S2042)	90%	89%	89%
their school takes students' opinions seriously* (S2043)	89%	94%	86%
student behaviour is well managed at their school* (S2044)	80%	82%	75%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their school looks for ways to improve* (S2045)	97%	97%	94%
their school is well maintained* (S2046)	91%	93%	94%
their school gives them opportunities to do interesting things* (S2047)	94%	96%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] 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%	96%	100%
they receive useful feedback about their work at their school (S2071)	82%	96%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	93%	95%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	96%	100%
student behaviour is well managed at their school (S2074)	91%	78%	97%
staff are well supported at their school (S2075)	91%	96%	97%
their school takes staff opinions seriously (S2076)	91%	96%	97%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	97%	91%	95%
their school gives them opportunities to do interesting things (S2079)	94%	100%	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.

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
- Tuckshop
- Intensive Daily Reading Program
- 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 trained and interviewed 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 addressed amongst the team of people who will be the key mentors for the student/family concerned.

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 Behaviours and Behaviour, 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.

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	20	16	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

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 2015-2016 decreased by 812 kL.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	175,643	2,205
2014-2015	168,961	2,421
2015-2016	172,489	1,609

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	30	19	0
Full-time Equivalent	24	12	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	9
Bachelor degree	13
Diploma	4
Certificate	2

*Teaching staff includes School Leaders

**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 2016 were \$16765.00 (Plus \$ 20156.00 TRS associated with PD)

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

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

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.	96%	96%	97%

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 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	78%	92%	96%

*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%.

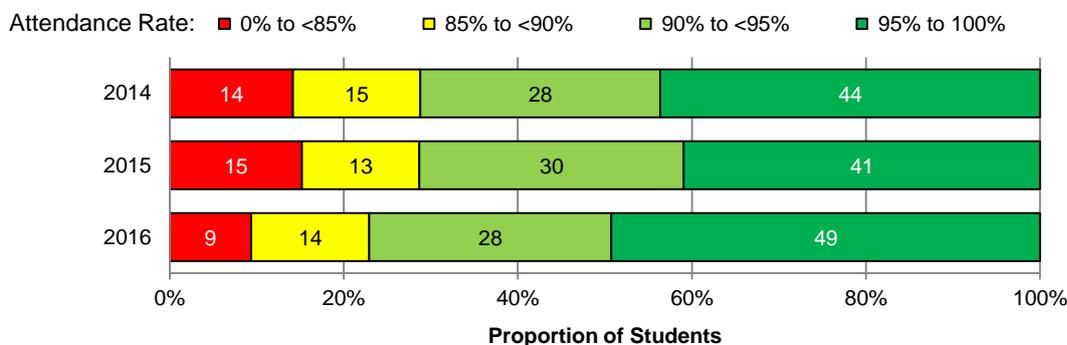
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	92%	93%	92%	92%	93%	91%	92%					
2015	93%	91%	89%	92%	93%	91%	92%						
2016	93%	94%	92%	92%	95%	94%	94%						

*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. If the reason is known a specific code is entered. Parents use the Absence Line to inform the school if their child is absent. An SMS message is sent to parents each morning after the rolls have been marked who have not informed the school of their child's 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.

NAPLAN

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. Considerable success was achieved in the schools explicit focus areas of Writing, Attendance and Differentiation in 2016. We are very proud that a school team consisting of students from years two, four and six won the National Youth Rocketry Challenge in 2016. The school also received an extremely positive School Review by external reviewers and have now outlined their four year outlook in the 2017-2020 Strategic Plan. The major focus of the school in 2017 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.