Maleny 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

Maleny State School was established in 1913 and is part of the Range to River Coalition which includes Maleny State High 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. The school has a Principal, Deputy Principal, Head of Special Education Services, four specialist teachers and 17 classroom teachers. Teachers at the school have a variety of experience and expertise. There is a number of part-time teachers in the school. Many teachers live locally with a number also travelling from coastal areas. The school also has a number of teacher aides who support the Prep, literacy and numeracy and Learning Technology. The school has a mixture of single classes, double classes and multi-age classes. Teachers work in a variety of ways including cooperative teaching, team teaching, year level curriculum planning and moderation and through planning some events together (eg excursions and camps). The physical structure of the school limits some of these options. The school is supported by a School Council and Parents and Citizens association.

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.

School progress towards its goals in 2018

This 2018 School Annual Report (SAR) provides our Maleny School Community with a summary of our achievements for the 2018 school year. The report includes information about:

- Our school's progress towards its 2018 goals

- The key areas which have been identified for improvement in the 2019 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 2018

2018 Priority Area	Progress
Writing	Goals set in the 2018 AIP for Writing were achieved. These include: • Improvement evident in all student's diagnostic writing samples with outstanding NAPLAN results in Year 3. • 87.9% of students are achieving a "C' or better in English, and 89.9% in Maths. • 90% of students able to articulate their individual Writing Goals in punctuation. • Survey data indicates staff knowledge and pedagogical practices have increased in guided writing and providing feedback, this will continue to be a focus area in 2019. • 100% of teachers are incorporating the Get Reading Right approach in their classroom in years P - 2. • Inaugural 'Writing Round Up' hosted at school with 7 local authors attending and presenting workshops to students, parents and staff. • I4S funding utilised to support a full time Literacy Coach to focus on 'writing'. • Ongoing 3 year implementation process of the Gradual Release of Responsibility Model in writing is now completed and is expected to be embedded fully in 2019 and maintained beyond.

Positive School Culture	• School Wide Positive Behaviour Team membership increased and now includes 1 staff member from each cohort along with specialist staff. • School Facebook page was established and is now in place. • A Teaching and Learning Wellbeing Framework was commenced and is to be completed in 2019. • Professional development accessed by 100% of staff. • Student Attendance 93%
Differentiation	• Teachers implementing individual student writing goals and giving feedback to individual students. • All students with disabilities are engaged and supported and most are achieving one year of learning growth in one year. • A systematic process is in place to support all students including Individual Curriculum Plans for identified students.

NAPLAN Results 2018
YEAR 3
Reading
- The Mean Scale Score was above the Like Schools, State and National average - 453.
- This was the second highest mean scale score at Maleny.
- The second highest percentage at or above the National Minimum Standard at Maleny.
- The highest percentage of students in the top 20% ever.
- The second highest percentage in the top band and the upper two bands.

Writing
- Second highest mean scale score ever at 408.
- Highest percentage in the upper two bands ever – 50%.
- The mean scale score was above the Like Schools, State and National average.
- It was the first time ever that Maleny was above the national mean scale score average.
- The highest number ever in the top 20%.
- Second lowest percentage in the bottom 20% ever.
- Highest ever percentage in the upper two bands (50%)

Spelling
- Second highest mean scale score ever.
- Third highest percentage at or above the National Minimum Standard (NMS).
- Second highest percentage in the top 2 bands ever.

Grammar and Punctuation
- Second highest mean scale score at Maleny.
- We were above the Like Schools, State and National mean scale score average.
- Second lowest percentage in the bottom 20% ever.
- Second highest in the top 20% ever.

- Equal highest percentage at or above the NMS ever – 100%.
- Second highest ever percentage in the Upper Two Bands (U2B).

Numeracy

- Second highest mean scale score – 410.
- Above the Like schools, State and National average for mean scale scores.
- Second lowest percentage in the bottom 20% ever.
- 100% at or above NMS which is an equal record.
- Third highest percentage in the U2B.

YEAR 5

Reading

- The second highest mean scale score ever – 523.
- Above the Like Schools, State and National Average for mean scale scores.
- Third lowest percentage in the bottom 20%.
- Second highest percentage in the U2B ever – 47.9%

Writing

- Mean scale score rated similar to the Like schools and State average.
- Second lowest percentage in the bottom 20% ever.
- Fourth closest score to the national average ever.

Spelling

- Second highest mean scale score ever.
- Rated similar to Like Schools, State and National averages for mean scale scores.
- Second highest percentage ever at or above NMS.

GRAMMAR AND PUNCTUATION

- Mean scale score rated as similar to the Like Schools, State and National average.
- Second highest percentage of students in the top 20% ever.
- Third highest score in the U2B ever.

NUMERACY

- Mean scale score above the Like Schools, State and National average.
- Rated well above the state average (green).
- Third highest mean scale score ever at Maleny – 504.
- Lowest percentage in the bottom 20% ever.
- Second highest percentage in the U2B.

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

U2B	Nation % 2018	2018 Result	2017 Result	2016 Result
Writing	41.9	50%	43.9%	21.4%
Spelling	46.6	39.7%	63.4%	28.6%
Reading	53.2	61.8%	68.3%	42.9%

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

U2B	Nation % 2018	2018 Result	2017 Result	2016 Result
Writing	13.7	6.3%	20.5%	16.1%
Spelling	34.5	22.9	33.3%	19.4%
Reading	36.9	47.9%	48.7%	46.8%

Mean Scale Scores (MSS) Year 3

MSS	Nation 2018 MSS %ile	2018 Result	2017 Result	2016 Result
Writing	407.1	408.3	402	375
Spelling	417.6	396.3	433	379
Reading	433.8	453.0	465	409

Mean Scale Scores (MSS) Year 5

MSS	Nation 2018 MSS %ile	2018 Result	2017 Result	2016 Result
Writing	464.7	442.8	463	466
Spelling	502.4	487.5	491	479
Reading	509.3	522.5	536	522

National Minimum Standard (NMS) Year 3

NMS	Nation % 2018	2018 Result	2017 Result	2016 Result
Writing	94.4	97.1%	100%	97.6%
Spelling	94.1	97.1%	100%	92.9%
Reading	95.6	98.5%	100%	95.2%

National Minimum Standard (NMS) Year 5

NMS	Nation % 2018	2018 Result	2017 Result	2016 Result
Writing	89.8	81.3%	84.6%	93.5%
Spelling	94.4	95.8%	92.3%	96.8%
Reading	94.9	93.8%	94.9%	100%

In addition to the schools extremely pleasing academic results, 2 students represented Queensland at the National Athletics Championships in the Multi Class with one student bestowed the honour of being the Captain of the Queensland team. One student also competed at the National Swimming Championships.

Classroom Teacher Lou Walsh led the school in developing a School Recycling Program and instigated a Garden Club with students winning the Sunshine Coast Council 'War on Waste' Film Competition.

STEM initiatives including Educational Minecraft, Entrepreneurs Club, Coding and Robotics have continued to flourish in our Innovation Centre.

Our Combined Hinterland Band (which includes Peachester SS, Montville SS and Conondale SS) toured local schools and performing, and competed in the Sunshine Coast Eisteddfod.

Future Outlook

2019 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 2019 is writing.

In 2019 our major focus will be improving student outcomes in writing with a specific focus on Grammar. 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 Trail' throughout Maleny and host a Writer's Workshop for interested Coastal Schools.

Our moral imperative of 'Every Student Succeeding' will focus on increasing the number of students achieving a "C' or better.

The new Digital Technologies curriculum will continue to be implemented in 2019 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 further and completing 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 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	387	408	395
Girls	178	209	193
Boys	209	199	202
Indigenous	13	9	15
Enrolment continuity (Feb. – Nov.)	92%	95%	93%

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	24
Year 4 – Year 6	25	24	23
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 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
- Online Solid Pathways Distance Education Program (Years 3-6)
- 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)
- Writing Round Up (with local authors)
- Inter-House School Spelling and Maths Competition
- Recycling and Garden Club
- 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
- Fun Run
- Winners of the Sunshine Coast Council 'War on Waste' Film Competition
- 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 2018 included:

• Maleny State School was invited to become a Digital Technologies Launch School in 2016. In 2018 that program came to its conclusion. Significant benefit in terms of available equipment, professional development and clarity of future school technology directions were noted. 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. We continued to engage in the #QLDTechSchools community group continuing our development of our school approach to implementation not only Digital Technologies fully by 2020 but how we may also incorporate other STEM subject areas as well.

• 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 2018 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. This continues to be refined as we move towards the 2020 implementation deadline.

•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 2018 there has been a sharp increase in the usage of the space daily with an average of 60 - 80 students choosing this space over traditional lunchtime activities. A record was set in 2018 with 125 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 last 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 e.g. 8 x Lego EV3 Robotics kits for the Yr5 & 6 GEMS RoboClub now supporting 16 students in a whole year program. As this grant has now come to its closure planning takes on a focus of sustainability across year levels in this space.

•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. In 2018 the use of online collaborative services as part of Office 365 (e.g. Class Notebooks, Word online) were being formally used in some subject areas/ year levels to identify benefits and challenges of this software in potential school wide implementation in 2019. We started investigating how many of these systems could be used to support learning of all students through various assistive technologies (iPad apps, Immersive Reader in Office365) and began testing of various tools and how they could be used to support students with learning needs or regular students as a means to self-check their own work.

•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. 3 students Yr4, 5 & 6) were selected for the Solid Pathways Program to help support upper 2 band students of indigenous background in highly challenging learning activities. These were conducted by the Solid Pathways team in Brisbane weekly for the entire year.

• Maleny was involved in a state-wide trial of the Minecraft: Education Edition Trial across year 5 (HASS unit) and year 3 (Maths unit). Two teachers were trained in Brisbane and participated in online learning opportunities to build knowledge and skills. At Maleny 2 curriculum packages were developed around the selected target areas and implemented. Both were highly successful and engaging to students. The outcomes and resources from this trial was provided back to Education Queensland for the benefit of others. The lead teacher of the program was asked to share the Maleny SS experience at a state-wide STEM conference and other regional professional development events.

•At the end of 2018 the school implemented the SharePoint for Schools system and developed a more efficient and effective means for staff collaboration/ planning. 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 95%, Students 93%, Staff 100%), High Expectations (Parents 97%, Students 100%, Staff 100%), Look for Ways to Improve (Parents 95%, Students 93%, Staff 100%), Discipline (Parents 90%, Students 77%, Staff 100%), Fair Treatment (Parents 92%, Students 87%, Staff 100%), Like Being at This School (Parents 97%, Students 87%, Staff 100%).

Our school celebrated its thirteenth year as a School Wide Positive Behaviour Learning school with our 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, 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. Numerous fundraising events are held by our P&C including our annual Country Fair and Inaugural Fun Run. Each year our school welcomes over 180 volunteers who assist students in the classroom and with their well-being through our now highly successful mentoring program.

In 2018 our Teaching and Learning Well-being Framework was commenced and is due for completion in 2019. It will ensure that systematic support programs are in place across the whole school and cover a range of areas that are essential to fostering a positive school climate that promotes healthy relationships and the well-being of all students and staff members.

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)	93%	94%	95%
• this is a good school (S2035)	95%	96%	97%
• their child likes being at this school* (S2001)	100%	96%	97%
• their child feels safe at this school* (S2002)	98%	94%	95%
• their child's learning needs are being met at this school* (S2003)	95%	94%	87%
• their child is making good progress at this school* (S2004)	95%	94%	95%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	98%	92%
• teachers at this school motivate their child to learn* (S2007)	95%	94%	95%
• teachers at this school treat students fairly* (S2008)	90%	96%	92%
• they can talk to their child's teachers about their concerns* (S2009)	98%	98%	97%
• this school works with them to support their child's learning* (S2010)	98%	92%	90%
• this school takes parents' opinions seriously* (S2011)	95%	90%	92%
• student behaviour is well managed at this school* (S2012)	88%	89%	90%
• this school looks for ways to improve* (S2013)	98%	96%	95%
• this school is well maintained* (S2014)	100%	100%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	94%	97%
• they like being at their school* (S2036)	94%	88%	87%
• they feel safe at their school* (S2037)	89%	90%	93%
• their teachers motivate them to learn* (S2038)	98%	97%	98%
• their teachers expect them to do their best* (S2039)	99%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	93%	98%
• teachers treat students fairly at their school* (S2041)	91%	95%	87%
• they can talk to their teachers about their concerns* (S2042)	89%	85%	92%
• their school takes students' opinions seriously* (S2043)	86%	82%	89%
• student behaviour is well managed at their school* (S2044)	75%	78%	77%
• their school looks for ways to improve* (S2045)	94%	97%	93%
• their school is well maintained* (S2046)	94%	93%	93%
• their school gives them opportunities to do interesting things* (S2047)	97%	94%	90%

* 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%	98%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	98%	100%
• they receive useful feedback about their work at their school (S2071)	95%	95%	94%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	95%	94%

Percentage of school staff who agree# that:	2016	2017	2018
• students are encouraged to do their best at their school (S2072)	100%	98%	100%
• students are treated fairly at their school (S2073)	100%	98%	100%
• student behaviour is well managed at their school (S2074)	97%	98%	100%
• staff are well supported at their school (S2075)	97%	95%	97%
• their school takes staff opinions seriously (S2076)	97%	95%	97%
• their school looks for ways to improve (S2077)	100%	98%	100%
• their school is well maintained (S2078)	95%	95%	91%
• their school gives them opportunities to do interesting things (S2079)	94%	95%	91%

* 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 in working 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 education 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

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	2	11
Long suspensions – 11 to 20 days	0	0	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

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 2018 increased due to the draining and refilling of our school pool so that maintenance could be undertaken and there also was an underground water leak which took a number of weeks to locate.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	172,489	174,435	168,561
Water (kL)	1,609	2,035	3,522

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.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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	35	20	<5
Full-time equivalents	28	13	<5

*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	4
Graduate Diploma etc.*	
Bachelor degree	26
Diploma	5
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 $24,409.00.

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

- Writing - Gradual Release Model
- Phonics – Get Reading Right
- Behaviour Management
- Digital Technologies Curriculum
- Collaborative Year Level Planning – Australian Curriculum
- Differentiation
- Beginning Teacher development
- STEM
- Leadership

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%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2018.

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	93%	93%	93%
Attendance rate for Indigenous** students at this school	96%	94%	93%

* 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	93%	93%	92%
Year 1	94%	93%	93%
Year 2	92%	93%	93%
Year 3	92%	91%	94%
Year 4	95%	93%	92%
Year 5	94%	94%	93%
Year 6	94%	93%	93%

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

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	9	14	28	49
2017	12	12	32	44
2018	10	14	32	43

Proportion of Students
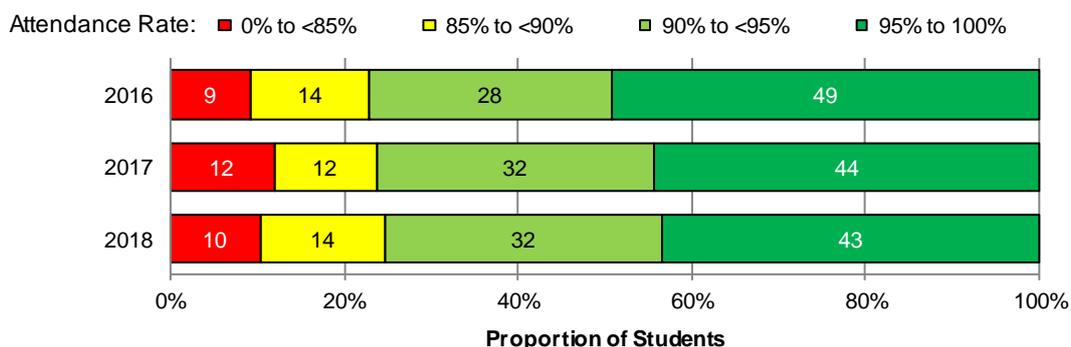
Description of how this school manages non-attendance

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.

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)
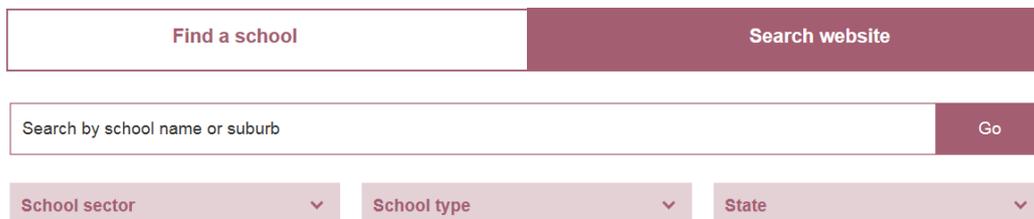
The school has developed an Attendance Team (A-Team) that monitors and analyses student attendance data, and develops strategies to encourage positive attendance habits. Certificates are awarded to students with an attendance of 95% or above each Term. Students on assembly with a weekly attendance of 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. Classes achieving 100% attendance on a Friday go into a draw to win special seating status on assembly.

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.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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.