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Principal's foreword

Introduction

This 2010 School Annual Report (SAR) provides our Maleny School Community with a summary of our achievements for the 2010 school year. The report includes information about:

- Our school's progress towards its 2010 goals
- The key areas which have been identified for improvement in the 2010 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, Kelly Edgar, if you have any further questions about our school.



School progress towards its goals in 2010

In the 2010 Operation Plan, the following Key Priorities were identified:

1) Continue implementation of the P-7 Curriculum Plan. This included:

- reviewing the plan in light of the future National Curriculum;
- developing and reviewing the school English, Maths and Science programs; and
- implementing the 2010 ICT e-Learning Plan.

All of these goals were achieved through the creation of a part-time Head of Curriculum position. The English, Maths and Science programs were reviewed and new programs developed in alignment with the Qld Curriculum Assessment & Reporting Framework. The school ICT e-Learning Plan was implemented, resulting in a AA overall rating for the school.

2) Maintain and reinvigorate the focus on a Supportive School Environment. This included:

- re-establishing the School Wide Positive Behaviour Support Committee, allocating roles and meeting regularly;
- visiting other SWPBS schools;
- sharing behavior data with staff; and
- staff participation in professional development in the areas of SWPBS, Non-violent Crisis Intervention, Restorative Justice and Essentials of Learning.

Most of these goals were achieved. The SWPBS committee was re-established and met monthly, reporting back regularly to staff and the school community, sharing behavior data when appropriate. No other SWPBS schools were visited, however all staff participated in the professional development listed above.

3) Improve staff morale. This included:

- implementing committee structures to promote ownership and transparency of decisions;
- providing staff with autonomy for purchasing decisions through year level juncture funding; and
- implementing a collaborative planning schedule for Semester 2.

Most of these goals were achieved. PBS, MeLT, Special Needs, Admin committees were established, although it was decided not to form curriculum committees since the new National Curriculum is coming. Juncture funding was provided in the annual budget and collaborative planning occurred in Term 3 for English only.

4) Improve community partnerships and relationships. This included:

- employing a Community Liaison Officer;
- re-establishing the School Council;
- re-establishing the Parent Action Group; and
- improving communication (through the weekly Familygram, school website, local newspaper and end-of-year insert into the local paper).

All of these goals were achieved. A new CLO was appointed to work for 15 hours per week and they re-established a small but committed and energetic Parent Action Group. The School Council was re-established and met at least termly (often more than once per term). The Familygram was revitalized and issued weekly, the website was updated weekly and regular news items were submitted and published in the local newspaper, along with the 8-page-insert at the end of year to celebrate the school's achievements.

Future outlook

Priority 1: NAPLAN Literacy & Numeracy (Improve results in all areas by 3%. Increase the number of students in the top 2 bands for each strand in each year level, by 4%)

- Implement the school NAPLAN Action Plan.
- Whole school focus on Reading Comprehension using the QAR strategy.

Priority 2: Curriculum, Teaching & Learning, Implementation of ACARA

- Creation of part-time (0.6) HOC position;
- Professional development for all teachers: English, Mathematics, Science;
- Professional development for all teachers: Differentiation – Catering for Special Needs and Gifted students;
- Facilitated, collaborative planning sessions for all teachers (including SEP teachers) each term. These sessions will include planning for Differentiation and inclusion of the Student ICT Expectations.
- Utilisation of district advisors to assist with the awareness raising, professional development and preparation for ACARA:
- In term 4, planning sessions will use the ACARA curriculum, resulting in Term 1, 2012 being planned and ready for implementation by the end of 2011;
- ACARA presentation by Lesley Englert for all teachers & aides from our school and also from the other Range to River coalition schools (25 July).

Priority 3: Closing the Gap: halve the gap in Yr 3 Reading & Numeracy achievement by 2012; close the gap in attendance by 2013

- Crossing Cultures Professional Development for Teachers & Teacher Aides;
- Traditional Games Program (6 x 1hr sessions) with Yr 3 class;
- Participation in the 'Klebwan Program for gifted Indigenous Students' by one Yr 5 student;
- Participation in the 'I Dream' online challenge by 7 Indigenous Students from Yrs 5 & 6;
- Inclusion of indigenous students in the Learning Support program if identified by NAPLAN or other school assessments;
- Inclusion of indigenous students in the GEMS (*Growing Excellence for Maleny Students – Gifted Education*) program if identified;
- Cooperation with Community Advisor when necessary, to assist with students' behavioural challenges;
- Assessment and diagnosis of one student (SLI or II) and relevant support provided through the Special Education Program and Speech Language Therapist;
- Accessing ESP funding to support two students with the learning and social needs;
- Targeted funding for one student (1 hr per day for semester 1) to provide additional learning support.

Priority 4: School Performance Teaching & Learning Audit

Implement the actions outlined in the 'Maleny State School Audit Findings and Response 2010' document to achieve a HIGH rating for the following elements:

- | | |
|------------------------------------|-------------------------------------|
| ▪ An explicit improvement agenda | ▪ An expert teaching team |
| ▪ Analysis and discussion of data | ▪ Systematic curriculum delivery |
| ▪ A culture that promotes learning | ▪ Differentiated classroom learning |
| ▪ Targeted use of school resources | ▪ Effective teaching practices |

Priority 5: Quality Teaching & Learning: Create an expert teaching team and integrate ICT into teaching & learning

- Implement the Maleny State School 'Observation, Feedback & Coaching' policy' which involves regular lesson observations of all teachers to improve the quality of teaching;
- Provide opportunities for teachers to be relieved from teaching their own classes to observe and learn from their colleagues, and to provide feedback to their colleagues to assist them to improve the quality of their teaching;
- Through the MeLT (Maleny eLearning Team), implement the *Maleny State School ICT eLearning Plan (2011)* aimed at achieving its vision: Confident, Capable, Contemporary Teaching = Connected, Creative and Critical Thinking and Learning.

School Profile

Record:

Coeducational or single sex: Coeducational

Year levels offered: Prep-Yr 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
359	148	211	90%

Characteristics of the student body:

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 Aboriginal and Torres Strait Islander with a small number of European and Asian students. The students are well behaved, friendly and switched on to learning due to the curriculum approach in classrooms.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	23	100%	71%	29%	0%
Year 4 – Year 7	27	86%	43%	43%	14%
All Classes	25	93%	57%	36%	7%

School Disciplinary Absences Note that the SDA figures below count those students recommended for an SDA, and not just the actual SDA

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	9
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

We believe that our curriculum is engaging, relevant and leads to improved academic achievement **for all students**. Our curriculum has a central focus of developing high levels of literacy and numeracy. The influences on our curriculum framework in 2010 were evident through:

- An integrated approach to Key Learning Areas with real life and challenging learning experiences;
- Ways of Working embedded in units;
- A team approach to planning and implementation of units
- The integration of ICT into all units of work in all year levels
- Assessment and reporting is constructive. It focuses on what the students know and can do
- An Intensive Daily Reading Program for every Year 1 and 2 student. This program involved both school personnel and volunteers from our school community working with students individually to ensure that every child read to and with an adult, every day of the school year.
- School Wide Positive Behaviour Support (PBS) Program. This includes a set school PBS curriculum which is taught in classes as a discreet subject.
- A Languages Other Than English (LOTE) Curriculum which included the teaching of Japanese to all Years 5, 6 and 7 students.
- Our Special Education Program (SEP) which operates as one unit to provide special education programs across both Maleny State School and Maleny State High School.
 - Inclusive education translates into our school setting as:
 - Celebrating diversity
 - Providing adjustments within the teaching and learning environment so that disabilities are not a barrier to student's learning outcomes.
 - Ensuring that students with disabilities are active members and participants in our school community

Extra curricula activities:

- Instrumental Brass Program (Years 5-7)
- Instrumental Woodwind Program (Years 5-7)
- Recorder Ensemble
- School Choir
- Advanced Instrumental Music Camp
- Surf Skills
- Canberra Trip (Year 7)
- Maranatha Camp (Year 6)
- Noosa North Shore Camp (Year 5)
- Currimundi Camp (Year 4)
- Participation in the University of New South Wales Competitions (Computers, Science, Writing, English and Mathematics (Years 3-7)
- Perceptual Motor Program (Prep-Year 1)
- Lunchtime Activities Program
- Bike Education Program (Year 5)
- Under 8's Day (P-3)
- Book Character Ball (P-3)
- School Musical 'Gladiators' (1-7)
- ANZAC Day participation
- Student Leaders Program

Our school at a glance

How Information and Communication Technologies are used to assist learning:

Through the Smart Classrooms initiative, Information & Communication Technologies (ICTs) are becoming more integral every year. ICTs are integral to classroom planning, teaching & learning practices and assessment at Maleny State School.

Highlights for 2010 included:

- PD programme offering needs based PD and pedagogical support sessions
- PD Framework: 23 teachers awarded the Digital Pedagogical Certificate in 2009. 7 of these extended this expertise during 2010 to complete and receive their Digital Pedagogical Licences.
- Web site was reviewed and updated.
- OneSchool was used for student information, recording of behaviour incidents and reporting.
- Maleny State School achieved the following ratings on the ICT Index: Working Digitally (AAA); Developing Professionals (A); Enabling Learners (Not Attained); Harnessing the Enterprise Platform (AA).
- Our average ratio of students to computers was 1:3.

Social climate

Our school celebrated its 5th year as a School Wide Positive Behaviour Support Program school and our PBS Curriculum has been recognized and shared across the Sunshine Coast Region.

Our Behaviour Support Teacher worked with the small proportion of our students (1-5%) who required targeted intervention strategies such as Individual Behaviour Support Plans, to assist them to learn appropriate behaviours. She spent the majority of her time at our school, in teaching proactive social skilling programs with whole classes, small groups and individual students.

Our Special Needs Committee (consisting of our Deputy Principal, Head of Special Education Services, Behaviour Support Teacher, Guidance Officer, Learning Support Teacher and a Child Youth Mental Health Services representative) met fortnightly with classroom teachers requesting additional support for individual students.

Our school based Chaplain also supports our students and parents through a variety of programs. In 2010, one of the key social skilling programs organised by our Chappy included the 'Evolve' Program (looking at self-image for Year 7 Girls) and the 'Rock and Water' Program (social skilling for Year 7 Boys).

We offered alternate lunch time activities for our students. These programs currently consisted of: Library, Student Council, Games and the Wii, Recorder Ensemble, Exercise Stations, Computer, Lab, Science Club, Japanese Club, Sport with Mrs D, Table Tennis, School Choir, Singstar, Learning Journeys, Games with Mrs G and Craft with Chappy Bev.

School Opinion Survey data from 2010 shows that 91% of our parents are in the satisfied and highly satisfied range that their children are happy to go to this school. 88% of our parent population is satisfied or highly satisfied that their children are treated fairly at this school and 88% are satisfied or very satisfied that their children are safe at our school.

Parent, student and teacher satisfaction with the school

The School Mean for the overall satisfaction of Parents in 2010 was 2.92 ('Satisfied'). This is similar to the Qld Mean (2.91) and the Like Schools mean (3.03).

The School Mean for the overall satisfaction of Students in 2010 was 3.05 ('Satisfied'). This is similar to the Qld Mean (3.01) and the Like Schools mean (3.02).

The School Mean for the overall satisfaction of Staff in 2010 was 2.96 ('Satisfied'). This is similar to the Qld Mean (2.88) and the Like Schools mean (3.02).

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	74%
Percentage of students satisfied that they are getting a good education at school	84%
Percentage of parents/caregivers satisfied with their child's school	85%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	65%
Percentage of staff members satisfied with morale in the school	93%

Involving parents in their child's education.

We value the contribution of parents in a number of school based decisions and work around our school. The P & C meets regularly to develop strategies to improve school facilities and programs, as does the Early Years Parent Group.

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
- Early Years Parent Group
- Excursions
- Fundraising
- Tuckshop
- Intensive Daily Reading Program
- Culminating activities
- Parent Teacher Interviews
- Sporting events
- School Council
- Musical

Reducing the school's environmental footprint

In 2010, all staff were encouraged to reduce water and electricity usage where possible (solar panels, half-flush toilets and vandal-proof taps with restrictors have been installed in previous years), although costs of these utilities have increased. The school also had major construction work happening at the school throughout 2010 which would have contributed to increased usage.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity Kwh	WaterKL	GasMJ
2010	\$68,528	\$31,481	\$24,259	\$5,984	\$6,398	\$0	\$406	159,788	7,014	0
2009	\$61,942	\$27,801	\$0	\$0	\$5,940	\$0	\$28,201	147,194	5,098	0
% change 2009 - 2010	11%	13%	N/A	N/A	8%	N/A	-99%	9%	38%	N/A



Our staff profile

Staff composition, including Indigenous Staff

The staff figures below are based on actual for the 2010 year. In accordance with the EEO privacy provisions, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are <5.

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	32	23	<5
Full-time equivalents	25	13	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Masters	3
Bachelor degree	13
Graduate Diploma	9
Diploma	7
Certificate	0

Qualification	Percentage
Bachelor degree	41%
Graduate Diploma	28%
Masters	22%
Diploma	9%

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$20 276.48.

The major professional development initiatives are as follows:

- Smart Classrooms
- ICT
- Digital Pedagogical Licence Training
- Science Sparks
- English
- Workplace Health & Safety
- Lesson Observation and Feedback
- Collaborative Planning sessions in English
- eLearning Leaders Framework

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 89% of staff were retained by the school for the entire 2010 school year.

Key student outcomes

Attendance

Student attendance - 2010						
The average attendance rate for the whole school as a percentage in 2010 was 93%.						
Student attendance for each year level						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
94%	92%	93%	93%	91%	93%	93%

Description of how non-attendance is managed by the school
<p>Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.</p> <p>After a student has been absent for 3 days a telephone call is made to check on the student. Individual letters to parents regarding their child's lack of attendance have been issued. Once the student has unexplained absences for 5 days the SMS-PR-036 is enacted. Rolls are marked each morning and afternoon. Enrolment data is entered weekly</p> <p>The Every Day Counts information and Policy statements are communicated to our parent body at least once per Term. Regular reminders are made to students about regular attendance on school parades.</p>

Achievement – Years 3, 5 and 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9. (The School results below are available within OneSchool. For parents/caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached)

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

During 2010, Maleny State School had 7 indigenous students enrolled at the school. Of these students, none were enrolled in Years 3, 5 or 7, so no attainment data is available for those year levels. The average attendance rate for non-indigenous students during 2010 was 92.7% compared with the average attendance rate for indigenous students during 2010 which was 90.4%. This attendance rate for indigenous students is the 2nd highest in the past 5 years, (the highest being 91.5% in 2007, the lowest being 83.2% in 2006).