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## Principal's foreword

### Introduction

This School Annual Report reflects some of our school's achievements throughout 2008.

At Maleny State School we believe that all students are individuals and all have unique needs. We engage young people in high quality educational programs that make a positive difference to the lives of all students, enabling them to contribute to a social, economic and culturally vibrant society.

At Maleny State School, we care for our students and their families. In fact, we are like one great big family here.

We look forward to welcoming you to our wonderful school to discover the Maleny Magic!

### Future outlook

During the next 12 months, we will continue to progress the strategies identified in the Triennial School Review in 2008.

The main strategies identified are:

Develop a creative, flexible curriculum framework that prepares all students for living in a diverse society.

Provide a safe, supportive environment in which students can be happy and proud to learn.

Engage all staff in whole school planning and decision making process.

Further develop community partnerships and relationships to build confidence in public education.

## Our school at a glance

### School Profile

Maleny State School is a co-educational school in the hinterland of the Sunshine Coast 32 km from Caloundra. The school has 396 students aged 5-13 in Prep to Year 7. Our Enrichment Centre caters for both Primary and Secondary School students aged 5-18 years with low incident disabilities.

The school services the rural communities of Maleny, Witta, Reesville, Baroon Pocket, Curramore, Bellthorpe, Wootha and Mt Mellum. The school is in close proximity to Maleny State High School. Our grounds cover 7 hectares and facilities include a swimming pool, tennis and basketball courts, three sporting ovals and a rain forest area. 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 has a Principal, Deputy Principal, Head of Special Education Services, five specialist teachers and 16 classroom teachers. Teachers at the school have a variety of experience and expertise. Many teachers live locally with a number also travelling from coastal areas. The school also has a number of teacher aides who support Prep, Literacy and Numeracy and Learning Technology. Classes are arranged, single, double and/or multi-age. The school is supported by a very active P&C Association and a School Council.

Maleny State School has a diverse student population reflecting the local community. The majority of students have Australian backgrounds with a small number of European and Asian students.

Maleny is a tourist, craft and holiday destination with the main commercial centre on the Blackall Range. The majority of businesses in the town are family owned. The local community is very diverse ranging from alternate lifestyle families to traditional dairy farmers. This mix creates a very accepting group who work together to create a charming country community. There is a culture centred on The Arts. This is reflected in the school community. The school has many close links in the community including local businesses, Erowal Nursing Home and Barung Landcare.

### 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 are 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
- School Wide Positive Behaviour Support Program

## Our school at a glance

### Extra curricula activities

- Dance Fever Program (Prep – Year 7)
- Instrumental Brass/Woodwind Program (Years 5-7)
- Instrumental Strings Program (Years 3-7)
- School Choir
- Surf Skills
- Canberra Trip
- Currimundi Camp
- National Computer, Science, Writing, English, Mathematics Competitions (Years 3-7)
- OptiMinds (Years 1-7)
- Perceptual Motor Program (Prep-Year 1)
- Lunchtime Activities Program (Science Club, Dance, Fun for You Club, Environmental)
- Bike Education (Year 5)
- Bus It Safe Program (Years 2, 4 & 6)

### How computers are used to assist learning

At Maleny State School ICT's is integrated into teaching and learning. In each integrated unit students use ICT to enhance their learning.

To support staff in integrating ICT we:

- Utilise staff expertise. This has been the key to success of teacher development, improved pedagogy and resultant improved outcomes for students.
- Continuing Professional Development (PD) for all staff
- All teachers will gain their ICT Certificate by the end of 2009.
- With the engagement of a new technician and a well managed equipment replacement schedule there is little downtime with computers.
- The average ratio of students to computers is 1:3
- Continually evaluate student use of ICT in units of work and modify as student skills become more advanced

### Social climate

At Maleny State School we believe children are entitled to live in a secure environment with tolerant and caring relationships that promote mutual respect. Such relationships also provide the best possible conditions for good teaching and learning to occur.

Positive relationships are primarily developed within families. The school and other community bodies can support families in their efforts towards this goal, just as the school needs parents/care givers to support its efforts to develop positive relationships.

Positive relationships are best encouraged through modelling, promoting and reflecting on accepted values and behaviours. Sometimes even with the best support and preventative measures, relationships falter, leading to infringement of the rights of others. In our school setting, consequently, there needs to be structures in place to ensure the rights of all members of our school community are upheld. Our Positive

## Our school at a glance

Behaviour plan provides this structure for our school. We treat 'Behaviour' like any other academic subject...we teach it every day in every classroom and we support students who need support in learning behaviour.

In 2008 the Chaplaincy program was revitalised and is well supported by the whole community.

### 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 and School Council meet regularly to develop strategies to improve school facilities and programs.

Parents are involved in a great deal of the extra curricular activities and classroom activities as parent helpers. These include;

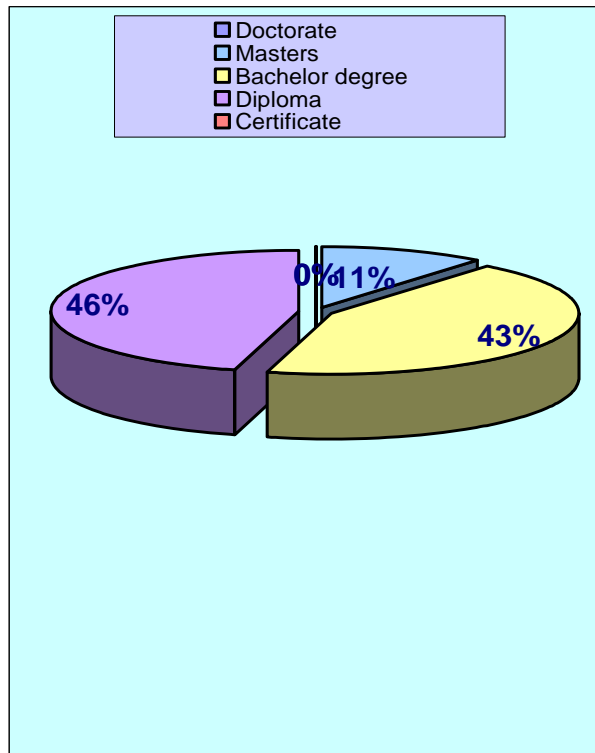
- LAP (Learning Assistance Program) Tutors
- Classroom and school volunteer program
- P&C Association
- School Council
- Early Years Parent Group
- Community Liaison Officer
- Parent Action Group
- Intensive Daily Reading Program

We run parent information sessions at the beginning of each school year as well as special interest sessions for reading, writing, maths and any other item of interest when approached.

## Performance of our students

### Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	16
Diploma	17
Certificate	0



### Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$19690 .
- The major professional development initiatives are as follows:
  - QCAR
  - Resilience
  - Gifted Education Mentor Training
  - AIMS Training
  - Literacy the Key to Learning
  - Enhanced Knowledge in Literacy
  - QCAR Music Network
  - Positive Behaviour Support
  - State Purchasing Policy
  - Aspiring Leaders
- The involvement of the teaching staff in professional development activities during 2008 was 96%.

### Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

### Proportion of staff retained from the previous school year.

## Performance of our students

- From the end of the 2007 school year, 94 % of staff were retained by the school for the entire 2008 school year.

### Student attendance

The average attendance rate as a percentage in 2008 was 92%.

### Key outcomes

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.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	367	467	531
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008 81%	81%	95%
Writing	Average score for the school	385	438	520
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008 88%	71%	90%
Spelling	Average score for the school	368	434	507
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008 89%	84%	89%
Grammar and Punctuation	Average score for the school	393	467	523
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008 88%	92%	90%
Numeracy	Average score for the school	365	459	542
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008 84%	83%	97%

### Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	62.2%
Writing	93.3%
Number	95.6%

## Performance of our students

### Value added

Results from NAPLAN data indicate that years 5 and 7 have a higher average than average score for Queensland.

Writing in all year levels is slightly below the state average.

Spelling is higher in year 3 and slightly lower in years 5 and 7.

Grammar and punctuation scores are much higher in year 3 and 7 and slightly lower in year 5.

Numeracy is generally higher in all year levels except for year 3 being about the same.

Generally our students with learning difficulties show significant improvement over time whilst our more able students make some small but modest progress. Our aim in 2009 is to significantly lift the performance of all students through a variety of strategies.

### Parent, student and teacher satisfaction with the school

In general, parents surveyed expressed satisfaction with the school. These areas included environmental issues, student outcomes, communication methods, curriculum, school climate and school -community relations. Areas were generally above the state mean. Resources were slightly below the state mean.

There has been a minimal decline in all areas of student satisfaction as compared to 2007 results.

Staff satisfaction surveys indicate general satisfaction in most areas with results in relationships, staff morale and work value and recognition being higher than state mean.