



# MALANDA

## STATE HIGH SCHOOL

# *PROSPECTUS*

**2023-2024**

*'a place to excel'*

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The Department of Education trading as Education Queensland International CRICOS 00608A





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Malanda State High School – ‘a place to excel’.

We believe that this is a great school and a good place to be for staff and students alike.

Educational research has shown that schools our size are most likely to produce favourable educational outcomes for the full range of students. At Malanda State High School, we aim to help every student achieve the best they possibly can from secondary education. This is achieved by parents, students and teachers working together to develop a positive climate and successful working relationship; an environment where learning occurs.

The guiding principle of our school is respect – respect for self and respect for others. To achieve this, all programs we have in place satisfy students’ needs for safety, belonging, choice, fun and recognition.

Our teachers care for the students and provide a stable environment for all people. Students are closely monitored in this school. We know all our students. We work with students on a curriculum that caters for all ability groups, promotes self-discipline and develops a place where education can be enjoyed and remembered.

We encourage the development of positive relationships between staff and students characterised by mutual respect and understanding. Students are encouraged to develop self-discipline and to accept responsibility and the consequences for their own actions. We aim to prepare students, not only for the few years they attend high school, but also for the years that lie ahead. Students should understand that as well as being individuals, they have community responsibilities. Responsibility, duty and service are virtues we are proud to promote.

The mission for our school is to ensure that all students learn well. We believe that every single student is capable of excellence. Committing students to excellence has a profoundly positive effect on the future of our young people. Let us work together as a community to ensure that every student achieves their individual mark of excellence – their personal best!

We look forward to you joining our school community.

Gary Toshach  
Principal



**Principal:** Mr Gary Toshach

**Deputy Principal:** Mrs Belinda Grose

**Deputy Principal:** Mr Ben Harding

**Head of Student Support, Senior Secondary:** Mrs Jodi Stremouchiw

**Head of Student Support, Years 8 & 9:** Mrs Kim Dunell

**Head of Student Support, Year 7 & Diverse Learning:** Ms Mickayla Kliese

**Head of Education Services, General Subjects:** Mrs Selena Harding

**Head of Education Services, Junior Secondary:** Mrs Lydia Leeden

**Head of Education Services, Vocational Pathways:** Mr Ben Vikionkorpi

**Guidance Officer:** Mrs Rebecca Nielsen

**Business Manager:** Ms Kay Swenson

**Executive School Secretary:** Ms Kathi Terrance

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MALANDA Q. 4885

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**Website:** <https://malandashs.eq.edu.au>

**Facebook:** <https://www.facebook.com/MalandaStateHighSchool>

**Student Absence:** [absentees@malandashs.eq.edu.au](mailto:absentees@malandashs.eq.edu.au)

**Office hours:** 8:00 am – 4:00 pm

**Daily Hours:** School commences daily at 8:45am and finishes at 2:55pm. Students should arrive at school no earlier than 8 am.

**Enrolments:** New enrolments may be made by booking an enrolment interview with the Executive School Secretary on phone 4096 7111.

**Buildings:** On the 23 January 1961 the school opened for students with the construction of 'A' Block (now the school administration area and several classrooms) and in 2023 the grounds now comprise buildings from 'A' Block through to 'T' Block. In more recent times new buildings have included a Home Economics and Art facility built in 1995 and a Multi Purpose Hall sited on school grounds in 1998. In 2000 a new Industrial Technology and Design Complex was completed. The 2020 school year commenced with the erection of L and M Blocks comprising 3 new classrooms, staff facilities and withdrawal rooms. The 2020 school year also saw the completion of our new Well Being Hub and in 2021 O Block was available with 2 additional classrooms. A new Learning Centre – T Block – was completed in May 2023. We have an ongoing commitment to a building program to restore all buildings in harmony with the beautiful environment. Our extensive grounds and gardens provide a peaceful setting.

**School Colours:** Royal blue, red and gold  
(red and white from the shield were re-introduced in Senior uniforms in 1999)

**School Houses:** Barrine (red), Eacham (yellow), Tinaroo (green)

## School Purpose

The Malanda State High School purpose is: “Within a supportive learning environment, to ensure all our students develop the literacy and numeracy skills in junior secondary that will enable them to successfully meet our Service Commitment within the senior secondary years.”

## Service Commitment

Malanda State High School is committed to ensuring 100% of students achieve:

- An ATAR and enter University or;
- A clear VET pathway to employment or;
- Paid employment of 25+ hours/week or;
- Alternative pathways for some students with special needs



*Mia Cavanagh & Yaseen Al Kahlout*  
**School Captains 2023**

*Laura Shaughnessy & Aaryn Russo*  
**Junior School Captains 2023**

## Pillars

1. **QUALITY TEACHING** – The quality and performance of teaching staff is one of the most influential determiners of student performance. Our teachers work tightly within our teaching system which encourages personal and professional development adding to the quality of lesson delivery.
2. **QUALITY BEHAVIOUR** – The behaviour of students in classes and around the school grounds is a key indicator of school tone and student focus.
3. **OUTSTANDING ATTENDANCE** – Our target of 95% across the school is achievable. We cannot teach students who are not at school.
4. **GOAL SETTING AND REVIEW** – Goal setting and targets are critical processes and will be discussed so students can gain clear focus on what is expected and aimed for in each term.

In 2015 our school was recognised as a leading Queensland school. As such, we were successfully named an Independent Public School. Strategically this allows our school to have more say in the directions we wish to take. To enable this, a School Council was elected with Parent, Staff & Student representatives governing the strategic direction of the school. The operational management of the school remains the responsibility of the Principal. The P&C remains a key aspect of the fundraising efforts of the school. You may email the School Council at: [school\\_council@malandashs.eq.edu.au](mailto:school_council@malandashs.eq.edu.au) or email the Parents & Citizens Association at: [PaadC@malandashs.eq.edu.au](mailto:PaadC@malandashs.eq.edu.au)

## Special Facilities and Programs

At Malanda State High School, we recognise that education extends beyond formal subject studies. We aim to:

- extend and stimulate each student;
- widen their experience and
- promote the development of skill in specific areas at which they show promise.

This is achieved through such things as sport, drama, instrumental music, agricultural show team, public speaking opportunities, student leadership development, leadership camp & workshops, musical productions, international student homestays etc and an extensive after school and lunch time array of clubs and activities.

## Pastoral Care

Students are provided with pastoral support at several levels.

Heads of Student Support: A Head of Senior Student Support for years 10, 11 & 12, a Head of Student Support for years 8 and 9 and Head of Student Support (Year 7 & Diverse Learners) have been appointed. The Heads of Student Support are responsible for students in their year levels, especially academic, social and behavioural aspects.

Home Group Teachers: Each home group has students of one year level only and is under the care and supervision of a Home Group Teacher. Each home group meets three times a week at the beginning of the day. The Home Group Teacher is responsible for the welfare of students in their care.

Year Level Based AGENTS work with the Heads of Student Support in both the Junior and Senior areas of the school particularly around roll marking time each day. Their role is to set a positive tone in the school and to monitor student preparedness for lessons.

**A=Attendance, G=Guidance, E=Encouragement, N=Neatness, T=Tone**

Year Level Parades are held once a week at the beginning of each day instead of home group.

Junior, Senior and Full School Parades are held on Wednesdays on a rotational basis.

## Transition Pathways Officer

The Transition Pathways Officer (TPO) is at Malanda State High School one day a week to provide service to young people looking to transition out of our school. The TPO works across the following areas:

- Facilitating young people with further training opportunities outside of our school to ensure QCE eligibility
- Transitioning young people to further employment and training
- Assisting young people with 100 point ID checks and necessary documentation for future pathways
- Checking in on Year 13 students to ensure future pathways are established and maintained

A student is referred to the TPO by the Head of Student Support (Senior School)

## School Based Youth Health Nurse

A School Based Youth Health Nurse services this school on nominated days each week and provides:

- Confidential individual health consultations which include the provision of advice and health information; referring to other services where appropriate
- Assisting with delivery of health-related curriculum; including Puberty, Sexual Education and Health promotion activities
- A service that is appropriate, flexible, adaptable to meet the changing and complex needs of young people, their families and the school community
- Advocating health promotion for young people to support positive health outcomes
- Health issues affecting young people (basic information giving; where to access further information); including relevant information regarding; sexual and reproductive health, alcohol and other drugs, tobacco and smoking cessation, mental health including resilience building, managing stress, suicide and self-harm, eating disorders, growth and physical development
- Facilitating and delivering Love Bites; a respectful relationship program for year 10 students in all Tableland schools, helping raise awareness of domestic and relationship violence in young people
- Facilitate and liaise with State School Registered Nursing service to assist with developing individual health plans for all students with medical conditions
- This part time role works out of the Well Being Hub

## Guidance Officer

Guidance Officers are specialist teachers who deliver a broad range of services to school community members. They contribute to the development of a comprehensive student support and wellbeing program that is responsive to the needs of the school community.

Guidance Officers may work directly with students in addition to working with a student's teachers, school support personnel, family, other specialists or external support providers.

Support offered by Guidance Officers includes providing advice and counselling on educational, behavioural, vocational, personal, social, family, and mental health and wellbeing issues.

Psychoeducational assessments and career development also form an important part of the work guidance officers undertake to enhance positive educational outcomes and career pathways for all students.

Guidance officers provide leadership, support and case management in responding to some of the most complex and challenging of circumstances including student protection matters, critical incidents, mental health issues, and suicide prevention and postvention support.

Guidance Officers require a diverse range of skills and knowledge and an ability to form strong and productive relationships with key stakeholders in order to develop and implement plans and programs that are responsive to the needs of students.

The school Chaplain provides social, emotional and spiritual support to students, parents/carer givers and staff, taking into account, the specific needs of the school.

Support including:

- day to day matters affecting the school community
- helping students find a better way to deal with issues ranging from family breakdown and loneliness to friendships and mental health
- building relationships
- to be another adult role model in the school
- assisting with classroom activities (under the direction of a teacher)
- providing pastoral care and spiritual support, in cooperation with staff and following critical incidents where required (It is important to note that Chaplains are inclusive of and show respect for all religious and non-religious beliefs and other stances represented in the school community).

Social Workers support young people and their families overcome the challenges associated with mild to moderate mental health concerns. By assisting young people, they will be able to continue to confidently and successfully participate in the education setting. Social workers:

- Provide support to students and their families with mild to moderate mental health concerns
- Provide ongoing one on one therapeutic intervention to students
- Provide support to families on the needs of the student (including tips, strategies, parenting and observation support)
- Provide group education and support sessions to students, staff and families

The Diverse Learning Teachers offer a wide range of services by providing support for students:

- with learning difficulties
- who need to be extended with their learning
- who have low levels of literacy and numeracy
- EAL/D – English as an additional language or dialect
- who are experiencing difficulty in time management
- who need assistance in planning assignments
- and with social skilling requirements

Every effort is made to support as many students as possible in all year levels and every subject area.

The support is given in a range of settings which include:

- in-class group support, group withdrawal
- individual in-class support
- intensive intervention lessons in the diverse learning room in a small group setting

A coordinated approach to providing support services is used, which is heavily dependent on a range of data sets that are increasingly available to both parents and teachers. An interview should be arranged to specifically discuss your child's special learning needs.



## Students With Disabilities

The Diverse Learning Head of Student Support leads a team of teachers who are able to help students with special needs providing a high quality education, with reasonable adjustments made, to enable students of all abilities to access and participate in education and the curriculum to achieve their full potential. Each student is assigned a Case Manager and this teacher works with other teachers in the classroom, with groups of students or with individual students.

## Sporting Life at Malanda SHS - House System

The school is divided into 3 houses – Barrine, Eacham and Tinaroo, named after the three lakes that are major features of the Tablelands.

Each student is allocated to a sports house either by sibling association or to the house with the lowest number of students at time of enrolment.

Our three major sporting carnivals - Athletics, Cross Country and Swimming - together with other intra-school activities, are conducted and supported by the House System. Each house is led by sporting house captains who co-ordinate teams.

The House Colours are: Barrine – Red, Eacham – Yellow, Tinaroo – Green.

Barrine

Eacham

Tinaroo



## Interschool Sport

1. Interschool sport features strongly with students representing the school and the district in a wide range of sporting codes. As well as team sports, students who are successful in the school carnivals represent the school at the interschool carnivals.
2. All students have the opportunity to undertake physical education as part of the curriculum.
3. The aim of all these programs is to allow students the opportunity to experience a wide range of sport and recreational activities and assist them with the development of skills in these sports. The assistance of many experts in the local community is enlisted. All sports promote the development of team morale, school spirit and physical fitness.



## Student Council and Senior Leadership

The school recognises the important part that students play in the school decision making process. Through a range of activities and action groups the leadership and organisational skills of students are developed.

Two school captains lead the student body and represent the school in the local community supported by two Junior School Captains. A representative Student Council operates within the school and meets each month. The Council consists of an executive comprising President, Treasurer and Secretary with the Captains serving as Vice Presidents. Years 7, 8, 10 and 11 have two Year Level Captains who actively participate in the Student Council. The Student Council meetings are open to all students at Malanda SHS.

This multilevel leadership structure gives students a voice in the operation of the school, as well as allowing them to make significant contributions to school life.

Each year, the Student Council undertakes one particular venture and fund raises to achieve their goal. The Student Council also organises lunch time sporting competitions, school dances and other activities for students.

Student leadership is fostered and developed at Malanda SHS. The “Aspire to Lead” program has been specifically developed to enhance leadership skills in individual students.



## Excursions and Outdoor Activities

Excursions and outdoor activities are encouraged to supplement classroom learning and to supplement sound social relationships. Some of these activities include:

Year 11 Leadership Camp  
Year 9 Maths Competition  
Japanese Homestay Visits

Biology Excursions  
Year 10 Career Dev. Excursions  
Geography Excursion

Year 8 Activities Day  
Instrumental Music Camp  
Agriculture Show Team



## Debating and Public Speaking

Our students participate with success in several community and interschool debating and public speaking competitions including Lions Youth of the Year and Rostrum.



## Instrumental Music Tuition



The Department of Education offers at this school a course of instruction in playing a variety of musical instruments (wind, percussion and strings) under the guidance of a Department of Education instrumental music teacher. Besides tuition on an instrument, students are involved in the activities of their school band, intensive music training courses, concerts and recitals. There may be a minimal charge for tuition for ancillary services provided and for music. Some instruments can be provided on a limited loan basis but most students have their own.

## Student Assistance

### Conveyance Allowance

Parents who live more than 3.2 km from the nearest school bus service are entitled to an allowance to convey their children to that bus service. The allowance is also payable to parents who convey their children to school more than 4.8 km where there is no bus service provided.

Details and forms are obtainable from the Transport Department, PO Box 6545, Cairns, 4870 or phone 4031 3382

<https://translink.com.au/tickets-and-fares/concessions/school-students/school-transport-assistance>

### Commonwealth Government Schemes

Contact Services Australia at the below websites:

- Austudy <https://www.servicesaustralia.gov.au/austudy>
- Abstudy <https://www.servicesaustralia.gov.au/abstudy>
- Assistance for isolated children <https://www.servicesaustralia.gov.au/isolation-conditions-for-assistance-for-isolated-children>

*All parents are strongly urged to apply early for all allowances to which they may be entitled.*

### P & C Support

Students who are representing the school at regional, state or national sporting, cultural or academic activities, may be eligible for assistance.

- New trends in education place considerable emphasis on school/parent collaboration in determining the way in which the school works. Cooperation and widespread involvement can only improve the quality of education that children receive
- It is school policy to actively seek and encourage this constructive parent involvement
- The School Council consists of parent, community, staff and student representatives. The Council meets at least 4 times per year and is responsible for approving, monitoring and advising plans and policies of a strategic nature
- Our Parents and Citizens Association involves parents, past parents and community minded people who want to help our school. The P&C works very closely with our school towards building a strong school community – where all children benefit. A lot can be achieved through the P&C and school working together towards common goals. To do this we need people from all walks of life who are committed to delivering great outcomes for your children and your school. Joining the P&C is one of the best ways to show your children how much you value their education
- P & C meetings are held at 5:30 pm on the third Tuesday of each month. For more information and how to become a member please look at our school [website](#)
- The P & C staff run the tuckshop which operates five days a week. This provides high quality healthy food at reasonable prices and requires the voluntary assistance of any parents or grandparents able to help

Parents are always welcome at the school. If you would like to contact the Parents & Citizens Association please email: [pandc@malandashs.eq.edu.au](mailto:pandc@malandashs.eq.edu.au)

## School Tuckshop

Our new modern and innovative tuckshop operates 5 days per week and is run by the P&C to provide nutritious and affordable meals for the school community. The menu includes a range of affordable, healthy snacks and meals, all freshly prepared on site with daily specials.

Online ordering is preferred. The tuckshop uses the **Qkr** App available wherever you get your Apps from. Please order by 9am each school day.

Parent and community volunteers are welcome. Most help is needed between 8.30am and 12.00pm. Contact the convenor on 4096 7113 or call in for a chat during opening hours between 8.30am and 2.00pm.



## Uniform Shop

The Uniform Shop at Malanda State High School is operated by [P&C Uniforms](#) - a company that is now managing the purchasing and sale of uniforms in many schools across Queensland.

Uniforms for Malanda SHS students are purchased through their [website](#) or through the Uniform Shop in I Block (near the Tuckshop) here at school at their normal opening times of:

- Wednesday 2.30pm – 3.30pm
- Friday 8:00am – 9:00am

The Malanda State High School Dress Code is on page 21 of this Prospectus. For more information, please see our school [website](#).

## Student Diaries



Malanda SHS produces its own diary each year. This diary is designed as a two-way communication between home and school. Parents may use it to communicate with teachers. The diary allows students to organise their own homework and study commitment in an efficient way. The ultimate aim is to foster in students, motivation, self-discipline and sound study habits to ensure that they make the most of the educational opportunity afforded to them. We ask parents to monitor this diary frequently. It should be kept up-to-date and free from irrelevant information and graffiti. All students are expected to use the diary and to take it to all classes with them. The diary is initially provided as part of the Student Resource Scheme. If lost, the diary must be replaced at the student's own expense.

## School Map



## Enrolment Information

An Enrolment Management Plan is in place at Malanda SHS, meaning only students who reside in the school catchment zone are eligible for enrolment. More information is available on the school [website](#). If you would like further information please contact the School Executive Secretary. This School Enrolment Management Plan (School EMP) sets out the conditions under which students may be enrolled into Malanda State High School, subject to any other requirements or limitations and provides details around required documentation prior to enrolment.

Each year, Malanda State High School welcomes many new students into the school. Enrolment meetings can be organised by contacting the School Executive Secretary and arranging an interview time with the Head of Student Support applicable to the year level of the enrolling student/s. During the meeting, you can have all your questions answered. Through discussion and consultation the best possible options are explored for each student. Learning support can be planned, and accelerated learning or extension activities can be explored.

Time is taken to explain the systems and routines of the school, so that new members of our school are able to feel at home straight away. The ranges of co-curricular and extra-curricular activities are presented and features of our supportive school environment policy are explained. To enrol, please phone the school for an appointment, complete an application form and bring it to the interview along with the required documents relating to the Enrolment Management Plan.

For students entering Year 7, there is a transition program during term 4 so that classes may be planned and students become familiar with the school. Students are also introduced to their Home Group Teacher at this time.

## Textbook and Resource Scheme

For students to derive maximum benefit from their Secondary Education it is important that they have access to essential texts, reference materials and other necessary resources. The P&C Association operates a Textbook and Resource Scheme which provides school owned textbooks to students on a loan/hire basis, as well providing extensive other resources for student use. This covers all year levels in the school. Other student costs such as photocopying are covered by the scheme.

There are many advantages to the scheme. All students are issued, upon receipt of a signed 'Student Resource Scheme Participation Agreement', with texts within the first few days of school. Parents do not have the difficult tasks of buying textbooks, costs to parents are greatly reduced and students have access to a wider range of resource materials. The costs of the scheme are the Textbook and Resource Allowance (paid direct to the school by the Education Department) and a contribution by parent for each. In addition to this, some subjects have a materials charge and/or special functions/excursions charge which have to be paid by parents.

The Resource Centre will coordinate the issue of books to all students as required, upon receipt of the signed 'Student Resource Scheme Participation Agreement'. Students will receive an account early in the school year in term 1, which will include any subject charges. Payment in full is expected by the end of February or a payment plan must be in place for students to retain their participation in the Scheme. A second account will be issued with semester 2 charges at the start of term 3 with payment in full expected by the end of term 3.

However, if you are not in the financial position to pay your account in full, your student/s will still receive full benefits of the scheme upon receipt of the signed Student Resource Scheme Agreement form which puts in place an arrangement for payment over a period of time. This is done by contacting the Business Manager to complete a 'Payment Agreement Form'.

Please Note: Parents who have not paid their outstanding fees in full by the end March and have no payment agreement in place, can expect their student/s will not be permitted to participate in any extra curricular or end of year activities.

Students who leave the school during the year will receive a pro rata refund of money paid upon the return of all textbooks to the school. These payments will be made until the beginning of fourth term. Payments are reduced/required if books are lost or damaged.

## Students remaining engaged with learning throughout early adolescence is the key...

The formula is simple. We mix curious students with enthusiastic teachers, add the best resources, access to technology and community expertise and achieve outcomes of the highest order. The result? Malanda State High School has had a reputation on the Tablelands for excellent academic and sporting achievement for many years. The variety of cultural activity the school supports is rich and regular.

The reason? We are constantly looking for ways for all students to achieve excellent educational outcomes. That means that the parents, staff and students are finding ways to improve learning for all students. Our school focus is on success and positive productive relationships.

In the classroom and out of it, our teachers work in partnership with students. As a student, you make many choices about your study plan and choose your involvement in the range of extra activities. You enjoy success. Our curriculum is designed around what you want and can do. This means that you are more interested and will be more motivated, studying at your own pace and level.

At Malanda State High School we value and count on the unique strengths and talents that make up every student and staff member in our school. In fact we actively seek out these qualities. Who you are when you start at Malanda is important. However, who you become once you are here, and who you are prepared to become, is even more so. At Malanda SHS, you develop self-awareness, confidence and resourcefulness; qualities that will help you create and embrace a future of opportunities.

Malanda SHS is your school!

### ***ANZAC Day Ceremony***



Preparing young people for their future, whether it be in further study, participation in the world of work or a fulfilled life, is something people know we have been good at for a long time. The Senior School at Malanda State High offers a range of academic and vocational courses which open the door to a wide variety of pathways to life after school. Many generations of students have taken advantage of the opportunities we provide.

Our commitment not only extends to providing quality education, but also recognises individual talents. Students are encouraged to reach their potential through a diversity of learning environment, curriculum opportunities and outcomes, which build on and extend the learning of the compulsory years. A positive attitude and enjoyment of learning is encouraged to benefit the academic, physical, social and emotional growth of our students.

The students, parents and teachers work in teams to provide a working environment that promotes self-discipline and mature, responsible behaviour. We pride ourselves in combining academic challenges, sporting activities and cultural experiences, which prepare students for their roles in life. Our Student Support programs are tailored to support the students in making informed choices about their future in a caring environment.

Students in the Senior & Junior Schools are encouraged to adopt leadership roles in the school that involve them in decision making processes which affect them. Their contribution as role models to the rest of the School is very important. Student leaders are encouraged to set goals and are supported to action these goals to a successful conclusion.

Students in Senior Secondary at Malanda State High are successful. Our seniors leave us with the flexibility, initiative and adaptability to lead positive productive lives.

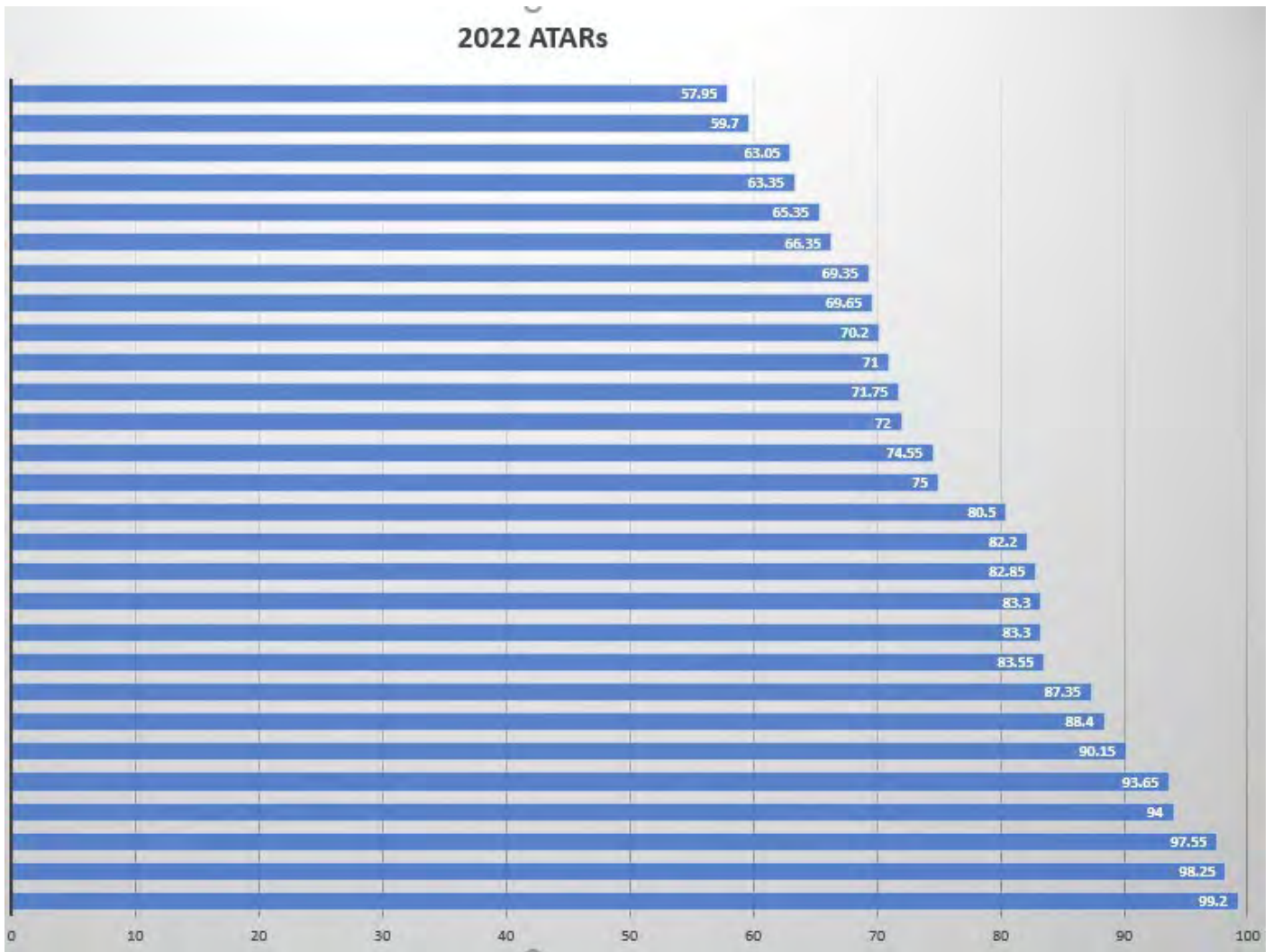
Schools across the nation are increasingly judged in terms of their performance in relation to consistent and robust national or state measures.

Malanda SHS Year 12's have consistently achieved outstanding results over many years. A QCE (Qld Certificate of Education) is only awarded if a student achieves a literacy and numeracy benchmark, and accrues 20 points of credit, which generally means having successfully passed five senior school subjects over two years. It is increasingly used by employers to gauge an application/interview level, the relative academic standing of future employees. Across the last 5 years, Malanda SHS has averaged 99% achievement of QCE.

Malanda SHS has consistently produced Senior exit results above state averages and has been the top performing school in the region on a number of occasions in the last 5 years.

2022 results summarised on the next page show ongoing success for our year 12 cohort in the new ATAR system.





## Vocational Pathways



## ***School Based Apprenticeships/Traineeships***

The program is designed for students who wish to follow specific vocational pathways which may not involve University at the end of Year 12. This does not necessarily rule out University at some later stage in life.

If a Year 11 or Year 12 student has decided on a pathway, and the training for that pathway requires an apprenticeship or traineeship, then our 3 day / 2 day program should be considered. The focus of this Program is on three days at school with a literacy and numeracy focus, an ability to attain a QCE, and two days a week spent in the workplace or in other training (TAFE etc).

Please contact the Head of Student Support (Senior School) for more information about the Program on 4096 7111.

## Academic Information

### **Homework and Home Study**

1. It is obvious that not all learning can occur at school. It is the responsibility of each student to consolidate school learning by undertaking additional practice, conducting further research for assignments and preparing for tests and exams.
2. Homework is specific work given by the teacher at the end of each lesson. The teacher will specify when this homework is due – usually the next day.
3. Home study is an extension of this classroom learning. This home study may involve:
  - Completing set homework
  - Reading over notes taken in class
  - Thinking about, questioning and discussing material presented in class to clarify understanding
  - Re-read sections from the text covered in class
  - Taking extra notes to deepen their understanding of topics
  - Conducting extra research to widen their knowledge of the topic
  - Practicing skills introduced in class
  - Working on sections of assignment tasks
  - Revising previously learnt material for tests and exams

Despite what students may report, they do, in fact, always have home study – whether it be homework, study or assignment work to complete. Home study is an essential part of their job as students. They can use their timetable, course outlines and planner to guide their home study.

Studies of successful students show the important role home study has played in their success. Please support your student by encouraging them to establish a home study routine – NOW!

In Years 7, 8 and 9, students should be given more responsibility for their own learning. They can be required to engage in independent learning to complement work undertaken in class.

Homework in Years 7, 8 and 9 could be up to but generally not more than 5 hours per week.

In the Senior School, Years 10, 11 and 12, the amount of time devoted to homework and independent study will vary according to the student's learning needs and individual program of learning determined through their SET Plan.

## Learning & Assessment Overviews / Task Sheet / Criteria Sheet

1. At the beginning of each new unit of work your teacher will give you a Learning & Assessment Overview which will tell you which learning outcomes are to be covered and how and when you will be assessed.
2. In addition you will be given a Task/Criteria sheet which will tell you the exact nature of your test and the criteria used to assess your level of achievement. This sheet will be handed out when the test is due or the assignment given.
3. All Learning & Assessment Overviews can be found on the Malanda SHS website:  
<http://www.malandashs.eq.edu.au>

## Diverse Learning Support

If you are having problems with your learning, there are a number of people who will help you. These people are your Parents, Friends, Class Teachers, Head of Junior and Senior Student Support, Deputy Principal and Principal.

## Assessment Guidelines

1. Within the first week of each semester, all students in each year level and each unit or subject will be given a Learning and Assessment Overview (LAO) which specifies the work to be covered and an outline of the tests (topic, length, due date, special conditions).
2. When an assignment or test is actually given out for completion, it will be issued in written form and the criteria for marking will also be issued in writing at the same time.
3. Students will be given the opportunity to complete a substantial proportion of each assignment in class time under teacher supervision (i.e one-third to one-half of the time allocated for the assignment will be in class time). This will enable the teacher to verify the authorship of the students' work.
4. Assignments will be monitored on a regular basis and if the student gets behind, extra work will be set and if necessary parents will be contacted.
5. Students will be advised of the timeline for teacher-monitoring of drafts. This process will ensure students complete assignments by the due date.
6. Should you require an assignment extension, the following circumstances are considered to be reasonable ground:
  - a) an extended absence due to illness or other personal situation which is supported by a medical certificate or verified through discussions between parents/guardian and the School Administration. This is particularly important for Year 11/12 students to meet QCAA requirements.
  - b) An unexpected absence due to illness, family bereavement or other extenuating circumstances on or just prior to the due date. Once again, this absence is to be supported by a Medical Certificate or a personal contact from parents/guardians to the class teacher.
7. Where a student is unable to attend school to present an assignment personally on the due date the student/parents/guardians must either:
  - a) deliver the assignment to school by 3pm on the due date OR
  - b) contact the teacher to explain the circumstances which have caused the assignment to be late and apply for an extension.
8. Irrespective of the situation, every student who cannot hand an assignment in on time must complete a Request for Extension Form and attach it to the late assignment. Except in emergency situations, a Request For Extension Form must be obtained from the Head of Student Support, completed and returned to for consideration before the due date.
9. In the event that an assessment item is not completed on the due date and no explanation has been received by the Head of Student Support the item will be awarded an assessment on the basis of the last draft monitoring.
10. In the event that a student is absent for an exam due to an unplanned absence, it is likely that they will sit it (or a comparable exam) on their return to school. The expectation is that the student will then complete a Request for Extension Form, and a decision will be made as to whether it is appropriate to award results for this exam.

## Presentation of Oral Assignments

1. Approximately one week prior to the due date of the oral, students are required to present written evidence of preparation for the assignment.
2. If a student has not made adequate preparation the teacher will require the student to take action to remedy the situation and if necessary will contact parents.
3. On the day before the orals are to begin, the order of presentation will be determined (e.g. names out of a hat) during class.

If a student is absent on their allocated day of presentation the same conditions apply as for a late written assignment.

## Presentation Parades 2022



Our school is a uniform school and has very high expectations in terms of student dress. The great majority of our students come to school properly dressed in the school uniform. The uniform is devised by our Parents and Citizens Association.

It is always timely to reflect in an ongoing way why a uniform is so important to our school. First, a uniform is cost-effective for parents. Having a couple of uniforms means your child is completely attired to attend school every day. There is no need for a wide range of clothes, no room for fashion trends to make those clothes out-of-date in a year or so. Uniforms are designed to wear and to last.

New students to the school are helped to settle in more quickly because they look like the rest of the student body in their uniforms. A sense of belonging is more rapidly achieved. The wearing of uniforms also helps with the detection of truancy. Any students leaving the school at unusual times are quickly detected by staff, neighbours, shopkeepers and police who ring us if they notice anything unusual.

Student's safety is enhanced by both the wearing of uniforms and "bans" on certain clothing items which students often wear outside of school. We insist on shoes that fully cover the feet to minimise tripping and to protect the feet from spillage of hot and dangerous substances or sharp implements in kitchens or workshops. Excessive jewellery is not acceptable because of possible injury in sport, physical education, lunch-time activity or around machinery.

In today's schools, protection against outsiders entering the school is a very real consideration. There are people who would like to come into our grounds during school time for the wrong reasons. Our students must always be in uniform, and legitimate visitors wear visitors' badges. Outsiders are immediately detected in a school with a high standard of uniform.

There are strong equity reasons supporting the wearing of a uniform. Regardless of family income, students look the same when they walk through the gate; there is no competition or disadvantage in terms of how they are dressed. One of our roles is to prepare the students for the world of work and so wearing a uniform and having a clean and tidy appearance is part of this preparation. Many students will work for companies or government agencies that require employees to wear a uniform.

The image of our school is enhanced when our student body is well turned out. Many parents and community members assess the quality of a school by the standard of student dress – and certainly our school always seeks to project itself as a school that is always focussed on quality structures and cultures. We at Malanda High believe that such a focus inevitably guarantees better outcomes and results for all our students.

Finally, the reasons for having a school uniform and requiring it to be worn are based on common sense. It has nothing to do with social engineering, restricting human rights or individuality. Thank you to all those parents who support us with the uniform every day – your support and co-operation are greatly appreciated.

Principal



Gary Toshach

## Malanda SHS Dress Code

Malanda High is a 'uniform school'. The school uniform has been devised and endorsed by parents, students and teachers. The wearing of the correct school uniform is regarded very highly as it determines the perception of the school held by many members of the community and reflects school pride and discipline. All students and parents are encouraged to cooperate in ensuring that the correct school uniform is worn in the correct way.

The requirements of the school's Dress Code are as follows:

### Clothing

<b>Tops</b>	School Polo Shirt Undershirt (Plain Royal Blue, Red, Yellow, White) Senior Polo Shirt (year 12 only)
<b>Bottoms</b>	Royal blue skirt, skorts or shorts (Mid-thigh minimum length) Royal blue track pants (worn over) or tights (worn under) Uniform shorts Jeans of any description are not part of the approved school dress code
<b>Headwear</b>	School bucket hat or broad brimmed hat without inappropriate symbology Only plain royal blue headbands are permitted Beanies and bandanas are not part of the approved school dress code
<b>Footwear</b>	Shoes with impervious uppers and laces preferred and mandated for WPHS reasons in some subjects. This will be outlined at the time of selecting subjects at the beginning of each year/semester/term Ankle length socks to be worn with the shoes at all times Alternative footwear and socks are permitted for authorised medical reasons or specific practical subjects Thongs, sandals and knee-high boots are not part of the approved school dress code
<b>Winter Additions</b>	School jacket, plain royal blue jumper, scarf as per undershirt colours Winter jackets may have student name embroidered on the opposite side to the school emblem. The name must be a first <b>or</b> second name as it appears on OneSchool. No nicknames are permitted, and the embroidered letters must be no more than 2 cm in height in the school gold colour Year 12 students design their own winter jersey for Administration approval This garment must reflect official school colours
<b>WPHS</b>	To minimise sun damage to skin, students are to wear adequate protective head coverings and sunscreen during sport, physical education lessons and when playing outside for extended periods. Students who wish to wear additional non-uniform protective clothing during sport, HPE and sports carnivals (i.e. long sleeved shirts) are encouraged to do so.
<b>Additional Notes</b>	Jackets, jumpers and shorts are to be a solid royal blue colour with no other colours, piping etc.

Students who represent the school either at Regional, State or National level in sporting events can wear this uniform for their year of representation, plus one year (due to the significant parental cost involved). Curriculum or other officially recognised events such as School Musicals, STEM, Agricultural teams are permitted to wear their team T-shirt, jacket or track suit for the year of issue only.

If, on a particular day, students cannot wear the full correct uniform, a note from parents/guardian explaining the reason for incorrect uniform must be presented to the Office before school and replacement clothing will be issued by the office. The student's clothing will be retained by the office and will be returned at 3pm in exchange for the borrowed uniform. Any unreturned items of borrowed uniform will be invoiced to parent.

On Free Dress Days, students have a choice to dress in school uniform or casual clothing. However, the casual clothing must be clean, safe, and modest, in good condition and must not advertise inappropriate slogans, words or illustrations. All clothing including footwear must conform to the safety requirements of the school. (Refer to Free Dress Day Policy)

## Appearance

<b>Hair</b>	Hairstyles and colours must be neat and tidy and not draw unnecessary attention to the student. Our school encourages hair colours to be in natural tones
<b>Makeup</b>	Discrete and modest amounts. Heavy eye makeup or lipstick is not permitted and will need to be removed
<b>Nail Polish</b>	Nail polish is permitted in natural/muted colours or neutral tones only Acrylic nails are not part of the approved school dress code
<b>Jewellery</b>	The wearing of jewellery is limited to discrete ear sleepers/studs, clear nose stud, watch, ring, or simple fine chain below button line of shirt. These cannot pose a safety, security, health or morality issue for the school. <i>Students will be asked to remove excessive/inappropriate/unsafe jewellery including ear spacers</i>

The staff of the school have been delegated the responsibility by the P & C to ensure the correct wearing of the uniform.

### Student Leader uniform expectations

Student leaders holding the positions below require a formal uniform and are expected to wear the correct attire in a neat, clean and tidy manner when required.

- Senior School Captains
- Student Council Executive
- Junior School Captains (Year 9)



# MALANDA STATE HIGH SCHOOL

*“a place to excel.”*