

Malanda State High School (2067)

Queensland State School Reporting

2012 School Annual Report



Postal address	Memorial Avenue Malanda 4885
Phone	(07) 4096 7111
Fax	(07) 4096 7100
Email	the.principal@malandashs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Noel Rawlins, Principal

Principal's foreword

Introduction

The School Annual Report for Malanda SHS contains an overview of data from students, parents and staff for the 2011 school year. Malanda SHS is 'A Place To Excel' and the school works with its community to ensure that all students obtain the outcomes and future they deserve. Our school is focussed on our *Service Commitment* – where all students transition from our school and:

1. Obtain an OP and go to university;
2. Continue with further training (trade/TAFE etc.);
3. Enter full time employment; or
4. Enter a negotiated field for students with special needs.

School progress towards its goals in 2012

2012 was yet another successful year for Malanda High in the academic, vocational, cultural and sporting areas. Academically our students performed very strongly across all year levels. Vocationally, our students have increasingly taken advantage of the significant partnerships that our school has developed with TAFE and other RTO's - many of which have led to direct employment both in the local area, and in cities and states across the nation.

On the sporting fields our individuals and teams excelled, achieving results of the highest order, especially considering our relatively small student population. Culturally, our students engaged in a range of functions and pursuits in the Arts, including our successful musical performances, an ANZAC Day ceremony, and strong links with our local RSL sub-branch.

Future outlook

IMPROVEMENT PRIORITIES for 2013:

Queensland State School Reporting

2012 School Annual Report



- To ensure that our 2013 'School Priorities' in relation to Improving Teaching, Use of Data, Planning and Accountability Systems, and Connecting with Parents are actively engaged with.
- To continue to reinforce our school's unique focus on the principles of Learning, Respect, Effort and Safety.
- To continue the process of ensuring that within the school there is an effective alignment between curriculum, pedagogy, assessment and reporting.
- To ensure that our internal leadership and management practices reflect the changing dynamic of our school's enrolments and local community.
- To ensure that we achieve our vision of being widely recognised as a school with a reputation of consistently achieving high quality standards of learning that are of a national standard.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	344	182	162	89%
2011	330	176	154	89%
2012	316	175	141	87%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Students attend Malanda SHS from a variety of communities and towns that provide a diverse student population. Our student population includes international students who attend for short and extended stays, and Indigenous students comprise approximately 14% of the total school population. We have very few or new ESL students.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3			
Year 4 – Year 10	20	21	20
Year 11 – Year 12	12	17	15

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	55	33	53
Long Suspensions - 6 to 20 days	3	7	4
Exclusions	0	0	1
Cancellations of Enrolment	0	4	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Malanda State High offers a distinctive curriculum which focuses on choice, flexible learning pathways, and academic rigor. Our school offers:

- Queensland Studies Authority subjects and VET Certificates.
- School Based Apprenticeships and Traineeships.
- Programs specific to Middle Phase and Senior Phase of Learning initiatives, including a 'vertical unitised timetable' across Years 8 to 12.
- Access to TAFE and Online Learning courses.

Extra curricula activities

Malanda State High School offers a significant range of extra-curricular activities to cater for students' interests. Our school offers:

- Cultural Activities: School musical ; African drumming group; Cultural Evening; School Choir; School bands; NAIDOC activities; Readers' Cup
- Sporting Activities: After school running and gym program; Team sports (Rugby League, Soccer, Touch Football and Netball);
- Personal Development Activities: Camps -Year 8 Bonding Camp; Year 10 Careers Camp; Year 12 Leadership Camps; Year 12 JCU Experience; Programs: Skillstreaming; Young Women in Schools; Get Set For Work; Helping Friends; Beacon Foundation; Cattle Handing Team; Lions Youth of the Year; Leadership Activities: Student Council and Student Committees

How Information and Communication Technologies are used to assist learning

Computers are used in a variety of ways to assist learning. This includes the use of technology to:

- present lessons via use of laptops eg. Microsoft office package (Powerpoint and spreadsheets); Clickview, internet; and the Learning Place (curriculum sites/Learning Objects) and evaluate student performance (videoing presentations)
- develop research and presentation skills across the curriculum eg. use of internet as source of research and then published as a Wiki or powerpoint or word document
- organize data using spreadsheets (Excel) and data bases
- program for different purpose (eg. Lego for Robotics; Gamedesigner for developing computer games; Movie Maker and Premier Pro for video making/editing
- Communicate throughout the school community – parents (email/newsletter), students (posting assignments) and teachers (sharing resources).

Social climate

Malanda State High promotes a safe and supportive atmosphere for all students. This is characterized by our Responsible Student Behaviour Plan, which reflects Education Queensland's Code of School

Our school at a glance

Behaviour. These documents can be accessed on our school website.

Being a small rural high school, a family atmosphere pervades our school with students from all year levels mixing freely in the playground as well as the classroom. A pastoral care program is evident across all year levels, through Year Level Coordinators and Home Group structures. A Religious Education Program is also in operation.

A School Based Youth Health Nurse, Guidance Officer and Youth Support Officer all play critical partnership roles within the school in supporting students across a range of needs at all year levels.

School Opinion Surveys always highlight that students generally feel very safe at our small but highly supportive rural high school.

Parent, student and staff satisfaction with the school

The overall satisfaction level of parents, students, and teachers in 2012 was relatively outstanding. With the re-appointment of the permanent Principal in 2011/12, these satisfaction levels were expected to rebound as a result of clear strategies that were put in place to address these satisfaction levels – however the results are even far greater than originally expected.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	87.5%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	93.8%
their child is making good progress at this school*	93.8%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	93.8%
teachers at this school motivate their child to learn*	93.8%
teachers at this school treat students fairly*	93.3%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	89.3%
they like being at their school*	84.3%
they feel safe at their school*	92.6%
their teachers motivate them to learn*	85.8%
their teachers expect them to do their best*	98.3%
their teachers provide them with useful feedback about their school work*	89.3%
teachers treat students fairly at their school*	79.3%
they can talk to their teachers about their concerns*	71.4%
their school takes students' opinions seriously*	75.0%
student behaviour is well managed at their school*	74.6%
their school looks for ways to improve*	86.8%
their school is well maintained*	84.4%
their school gives them opportunities to do interesting things*	83.6%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	79.5%
with the individual staff morale items	96.8%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents and care givers are strongly encouraged to become involved in their child's learning, especially via the P & C Association which meets monthly through the school year. Other opportunities for their involvement include:

- Curriculum Unit and Subject Selection Evenings and Interviews
- Induction Ceremonies
- Sports Carnivals
- ANZAC Day / Remembrance Day Ceremonies
- Camps and Excursions

Further, new forms of communicating with parents have been trialled over the last year, including a revamped web page and email system, both of which have received significant praise from parents.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In 2012 Malanda SHS was able to continue to moderate water and electricity consumption, leading to an ongoing reduction in our previously increasing environmental footprint. The Solar Schools program continues, which has reduced our Electricity kWh consumption.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	237,595	5,405
2010-2011	239,795	3,826
2011-2012	229,994	4,017

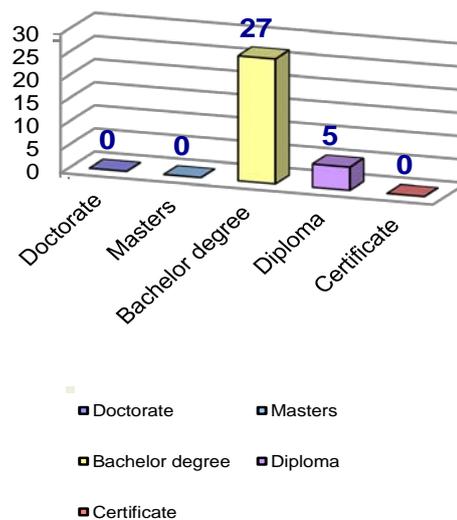
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	32	24	<5
Full-time equivalents	30.4	16	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	27
Diploma	5
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$19931.

The major professional development initiatives are as follows:

1. Ongoing development of the National Curriculum
2. Teaching and Learning systems
3. Ongoing ICT development

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	97.4%	97.1%	96.8%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96.7% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school 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 given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	90%	90%	90%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

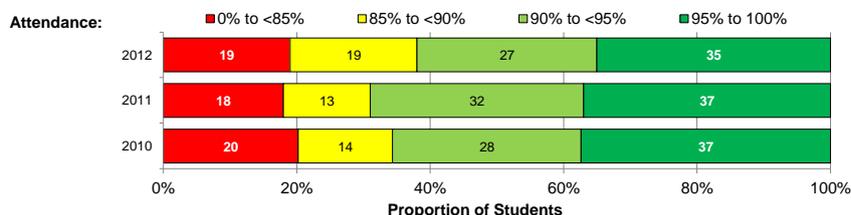
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								90%	88%	90%	91%	90%
2011								92%	89%	90%	88%	90%
2012								94%	88%	89%	89%	93%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in 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.

Malanda SHS continues to refine its attendance strategy. Procedures for maximising student attendance are based on research showing that four key areas improve attendance:

- Early intervention
- School renewal/Community partnerships
- Improving pedagogy and teaching
- Specialised responses including alternative schooling and mentoring

The procedures used at Malanda SHS in this regard include:

- Regular Rolls marking
- Communication with parents daily to explain absences
- Early intervention strategies for at risk students
- Partnerships with external agencies to provide alternative schooling for disengaging students
- School renewal of student support services

Performance of our students

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.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>. These results were very good – continuing our pattern of having our students achieving at a national average standard.

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

Closing the educational gap in outcomes between Indigenous and non-Indigenous students remains a significant priority for Malanda SHS. Retention, achievement and attendance rates for Indigenous students in 2012 remained relatively high. This area will remain a high priority with increased attention through the development of extra funding for a project that has specifically employed a teacher to focus on “Closing the Gap” strategies and implementation.

Performance of our students

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	67%	81%	56%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	57	48	40
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	4
Number of students receiving an Overall Position (OP).	34	33	23
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	14	6	8
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	55	47	38
Number of students awarded an Australian Qualification Framework Certificate II or above.	40	36	29
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	42	45	36
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	65%	70%	87%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	100%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	100%	100%

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25.					
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	6	10	6	11	1
2011	4	10	9	10	0
2012	5	4	11	3	0

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF).			
	Certificate I	Certificate II	Certificate III or above

Performance of our students

2010	52	39	4
2011	44	36	1
2012	37	29	5

As at 2 May 2013. The above values exclude VISA students.

All students at Malanda SHS complete their School Education and Training Plan (SETP) via a Certificate 1 course in Work Education

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Following a generational rural trend for students to leave school prior to completing Year 12, our 'early leavers' data can be seen to be relatively high. Significantly however, the greater majority of these 'early leavers' achieve our 'Service Commitment' of leaving school and directly transitioning into employment or training.