Malanda State High School
Queensland State School Reporting
2013 School Annual Report

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Principal's foreword

Introduction

The School Annual Report for Malanda SHS contains an overview of data from students, parents and staff for the 2013 school year.

The purpose statement of Malanda State High outlines that *"…Within a supportive environment, we ensure all of 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".*
As a consequence, our school works with all students in their early years so as to ensure they develop 'the passports for life' – that is, pronounced literacy and numeracy skills. Thereafter in each new year, Malanda State High publically re-affirms that it is committed to serve the local community in ways that guarantee positive outcomes not only for all of the students enrolled at the school, but also the broader community as a whole. This approach is encapsulated in a *Service Commitment* to every student and their families; a commitment that aims to ensure that 100 per cent of students at Malanda State High graduate each year as confident and capable young Australians, and specifically achieve:

- A Queensland Certificate of Education; and/or
- An appropriate Overall Position (OP) rank that enables university entrance, and/or
- a clear Vocational Education and Training (VET) pathway to employment, and/or
- the skills to achieve direct employment post school; and/or
- alternative pathways for some students with special needs; and
- an attendance record in excess of 90%.

School progress towards its goals in 2013

Malanda SHS's priorities for 2013 are based on the regional priorities of:
1. Improving teaching
2. Refining and embedding data based decision making
3. Refining and embedding Planning and Accountability Systems at all leadership levels
4. Connecting parents and caregivers to their children's learning.

2013 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 with the embedding of

explicit teaching in classrooms and C2C (National Curriculum) taught in the Junior School. Vocationally, our students have increasingly taken advantage of the significant partnerships that our school has developed with other RTO's - many of which have led to direct employment both in the local area, and in cities and states across the nation.

The Data (NAPLAN results and Year 12 Outcome results in particular) has shown that students at Malanda SHS outperform other schools in the FNQ Region.

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.

The school's Web Page has been developed further with a parental focus and an email communication system to parents is in place.

Planning and Accountability Systems were developed in 2013 in preparation for the Year 7's transitioning to the High School in 2015. A Junior School with a distinct identity was established and operational for the beginning of 2014. Structural changes occurred with the establishment of separate and distinct Senior and Junior staffrooms and classrooms. The roles of Heads of Departments were aligned with the new structure with Heads of Education Services and Heads of Student Support for both the Junior and Senior Schools. The student leadership structure was amended to allow for the development of student leadership in the Junior school. The Responsible Behaviour Plan was revised so that it is now aligned with the School Wide Positive Behaviour System (SWPBS).

Malanda SHS is recognised as one of the highest performing schools in the Far North Region. Malanda SHS outperforms other schools in terms of:

- The percentage of students in the OP 1-5 and OP 1-15 range;
- The percentage of students receiving a QCE/QCIA;
- The percentage of students exiting Year 12 with a qualification; and
- NAPLAN results.

Future outlook

IMPROVEMENT PRIORITIES FOR 2014:

The focus of 2014 is to ensure that all of the systems and structures implemented for the Year 7 Transition are trialled and reviewed to ensure that students have the best possible outcomes when they move to the High School.

Links with the Primary feeder schools will be strengthened further and the transition process for students into the High School will be broadened and deepened.

There will also be a focus on the Year 7 curriculum to ensure teachers are prepared for 2015.

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School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2013:   **Year 8 - Year 12**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	330	176	154	89%
2012	316	175	141	87%
2013	325	171	154	90%

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 no ESL students.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	21	20	20
Year 11 – Year 12	17	15	16

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	33	53	40
Long Suspensions - 6 to 20 days	7	4	5
Exclusions	0	1	1
Cancellations of Enrolment	4	0	0

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Curriculum offerings

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

Queensland Studies Authority subjects and VET Certificates;

School Based Apprenticeships and Traineeships;

Programs specific to each of the Junior and Senior Schools based on Malanda SHS's focus areas; and

Access to a number of RTO's and Online Learning courses.

Extra curricula activities

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

Cultural Activities: Cultural Evening; School Choir; Readers' Cup; Writing Camp; Music Camp; Drama workshops; Public performances by music students.

Sporting Activities: After school running club; a variety of team sports; lunch time sport competitions; school and interschool participation in athletics, swimming and cross-country.

Personal Development Activities: Year 12 Leadership Camp; Year 8 & 9 Activity days; Year 10 Career Development excursions; Cattle Handling Team; Lions Youth of the Year; Student Council and Leadership development; Year 12 JCU Experience; Skillstreaming program.

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; Gamemaker 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 Behaviour (These documents can be accessed on our school website.) and is based on the School Wide

Positive Behaviour System (SWPBS).

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 Home Groups. 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 feel very safe at our small by highly supportive rural high school.

Parent, student and staff satisfaction with the school

The overall satisfaction level of parents, students, and teachers in 2013 was very good. In particular, students believed they were getting a good education at Malanda SHS, and that they liked being at school.

Performance measure *(Nationally agreed items shown*)*

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	89%
this is a good school (S2035)	100%	83%
their child likes being at this school* (S2001)	88%	89%
their child feels safe at this school* (S2002)	100%	89%
their child's learning needs are being met at this school* (S2003)	94%	83%
their child is making good progress at this school* (S2004)	94%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	89%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	89%
teachers at this school motivate their child to learn* (S2007)	94%	88%
teachers at this school treat students fairly* (S2008)	93%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	94%
this school works with them to support their child's learning* (S2010)	100%	81%
this school takes parents' opinions seriously* (S2011)	100%	75%
student behaviour is well managed at this school* (S2012)	100%	75%
this school looks for ways to improve* (S2013)	100%	83%
this school is well maintained* (S2014)	100%	88%

Performance measure *(Nationally agreed items shown*)*

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	89%	97%
they like being at their school* (S2036)	84%	91%

they feel safe at their school* (S2037)	93%	97%
their teachers motivate them to learn* (S2038)	86%	93%
their teachers expect them to do their best* (S2039)	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	89%	88%
teachers treat students fairly at their school* (S2041)	79%	79%
they can talk to their teachers about their concerns* (S2042)	71%	81%
their school takes students' opinions seriously* (S2043)	75%	81%
student behaviour is well managed at their school* (S2044)	75%	77%
their school looks for ways to improve* (S2045)	87%	90%
their school is well maintained* (S2046)	84%	90%
their school gives them opportunities to do interesting things* (S2047)	84%	85%

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	97%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	94%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	86%
staff are well supported at their school (S2075)	89%
their school takes staff opinions seriously (S2076)	78%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	97%
their school gives them opportunities to do interesting things (S2079)	94%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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 embedded over the last year, including a continual review and update of the school web page and a weekly email to parents from the Principal. Parents have stated the usefulness of weekly updates from the school occurring in a timely fashion.

Reducing the school's environmental footprint

In 2013 Malanda SHS was able to continue to moderate water and electricity consumption, leading to an ongoing reduction in our previously increasing environmental footprint. Water usage has almost halved since the previous period. The Solar Schools program continues, which has reduced our Electricity KwH consumption.

|	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	239,795	3,826
2011-2012	229,994	4,017
2012-2013	205,546	2,682

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	31	23	<5
Full-time equivalents	29	15	<5

Qualifications of all teachers

Number of Teaching Staff *
0
5
0
25
0
3
0
33
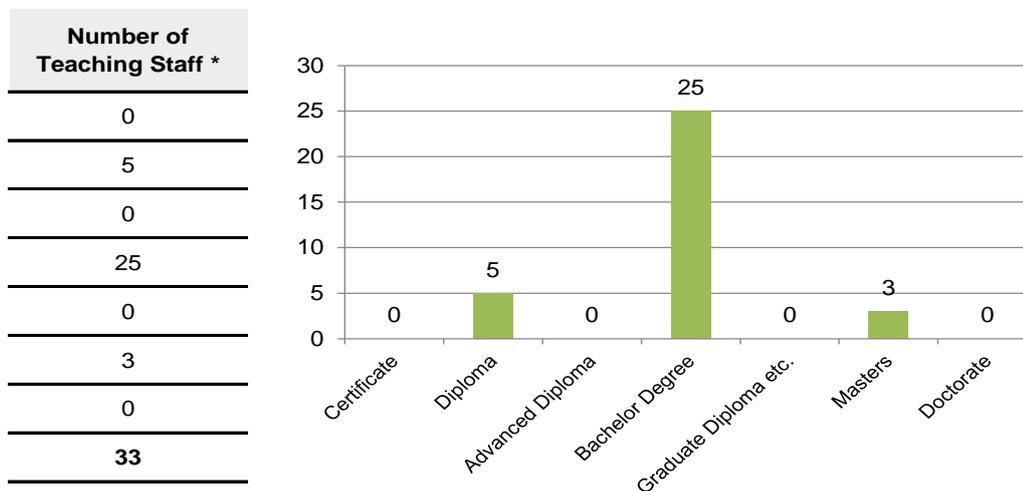
* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $21,997.

The major professional development initiatives are as follows:

1. Ongoing development of the National Curriculum
2. Further development of QSA subjects, policies and procedures

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3. Teaching and Learning systems
4. Ongoing ICT development
5. Beginning teachers confercne
6. SWPBS workshops

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

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2013 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.**

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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	90%	90%	91%

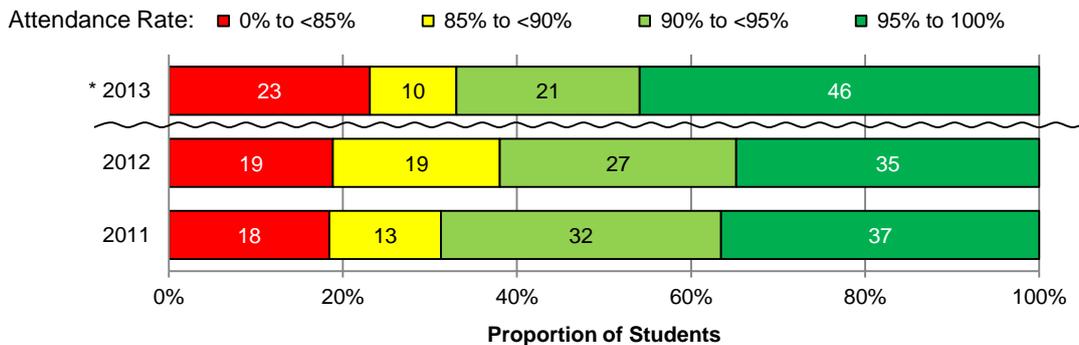The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.

Student attendance rate for each year level (shown as a percentage)	Year 8	Year 9	Year 10	Year 11	Year 12
2011	92%	89%	90%	88%	90%
2012	94%	88%	89%	89%	93%
2013	91%	93%	90%	89%	89%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

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

* 2013	23	10	21	46
2012	19	19	27	35
2011	18	13	32	37

Proportion of Students

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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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;
•   Cancellation of Enrolment process is activated for post-compulsory phase students whose absences indicate that they are not fully participating in the programme of study.

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/.

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

[   ] **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.

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Performance of our students

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 2013 remained relatively high. This area will remain a high priority.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	81%	56%	77%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	48	40	58
Number of students awarded a Queensland Certificate Individual Achievement.	0	4	1
Number of students receiving an Overall Position (OP).	33	23	35
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	6	8	4
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	47	38	58
Number of students awarded an Australian Qualification Framework Certificate II or above.	36	29	50
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	45	36	56
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.	70%	87%	89%
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%	98%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

As at 5 May 2014. 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
2011	4	10	9	10	0
2012	5	4	11	3	0
2013	9	11	11	4	0

As at 5 May 2014. The above values exclude VISA students.

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Performance of our 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
2011	44	36	1
2012	37	29	5
2013	53	49	5

(As at 5 May 2014. The above values exclude VISA students.)

Year 9 students have the opportunity to enrol in a Certificate I in Agrifood Operations and all Year 10 students were enrolled in a Certificate I in Work Education as part of their School Education and Training Plan (SET Plan). Year 11 & 12 students have the opportunity to complete a Certificate I in Furnishing.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website 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. Malanda SHS has developed strong links with Vocational Partnerships Group (VPG) who assist students in transitioning into the workplace using Get Set for Work programmes and work experience placements.