

Queensland State School Reporting – 2011

Malanda State High School (2067)



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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 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 2011

2011 was 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.

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Future outlook

IMPROVEMENT PRIORITIES for 2012:

- To ensure that our 2012 '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.
- "Every day, in every classroom, every student is learning and achieving..."

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Year 8 - Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
330	176	154	89%

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.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Year 4 – Year 10	21.1
Year 11 – Year 12	17.1
All Classes	19.6

School Disciplinary Absences

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

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 an 'vertical unitised timetable' across Years 8 to 12.

Access to TAFE and Online Learning courses.

Extra curricula activities

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 11 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; 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.

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 teacher satisfaction with the school

The overall satisfaction level of parents, students, and teachers in 2011 was lower than in previous years. With the re-appointment of the permanent Principal in 2011/12, these satisfaction levels are expected to rebound as a result of clear strategies now in place to address these satisfaction levels.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	62%
Percentage of students satisfied that they are getting a good education at school	54%
Percentage of parents/caregivers satisfied with their child's school	64%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	59%
Percentage of staff members satisfied with morale in the school	79%

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

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 2011 Malanda SHS was able to moderate water and electricity consumption, leading to a reduction in our previously increasing environmental footprint. The Solar Schools program was also introduced which will reduce our Electricity Kwh consumption for the next period.

Environmental footprint indicators, 2010-2011

	Electricity Kwh	Water KL
2011	239,795	3,826
2010	237,595	5,405
% change 10 - 11	1%	-29%

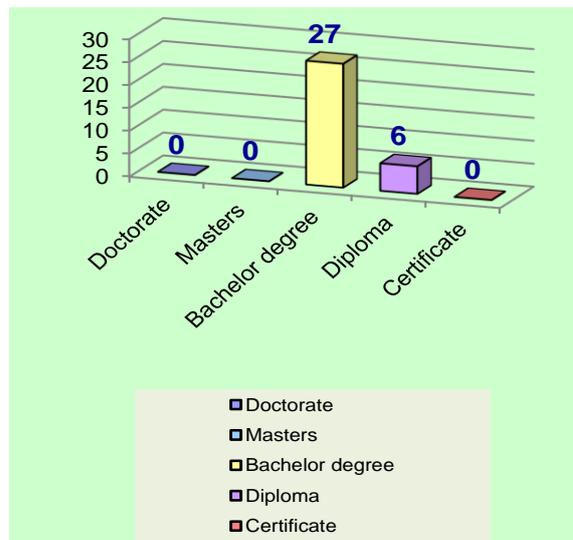
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	33	21	<5
Full-time equivalents	31	15	<5

Qualifications of all teachers

Doctorate	0
Masters	0
Bachelor degree	27
Diploma	6
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were \$18130.

The major professional development initiatives are as follows:

1. Preparation for the National Curriculum
2. Explicit Teaching practices
3. Ongoing ICT development

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2011 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 - 2011

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

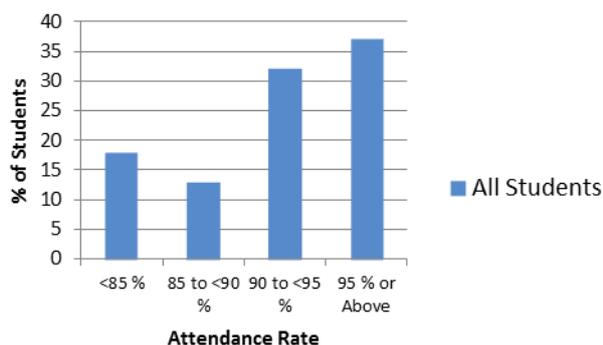
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

Year 8	Year 9	Year 10	Year 11	Year 12
92%	89%	90%	88%	90%

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:

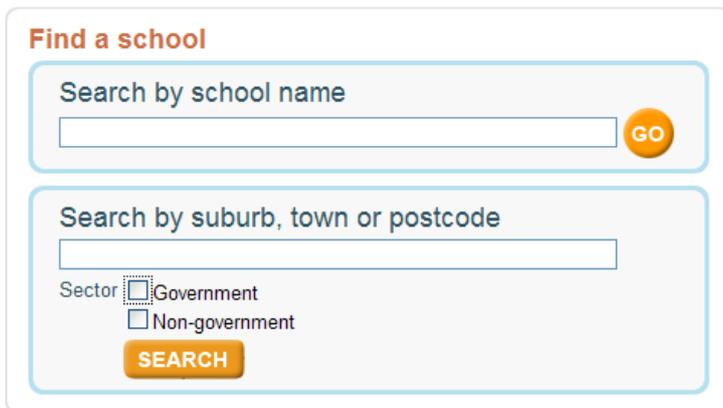
- Regular Rolls marking
- Communication with parents daily to explain absences
- Early intervention strategies for at risk students
- Partnerships with external agencies to provide alternative schooling for disengaging students
- School renewal of student support services
- Targeted whole school PD in key area of literacy

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/>.

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

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 2011 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.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 89%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	48
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	33
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	6
Number of students awarded one or more Vocational Educational Training qualifications.	47
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	36
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	45
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	70%
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%

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
4	10	9	10	0

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
44	36	1

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 2011 Year 12 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

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.