



Maleny State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Learning for Living is Maleny High School's motto. The purpose of Maleny State High School is to inspire, educate, guide and support adolescents of the hinterland by providing a school community which promotes learning for living. All members of our school strive to meet and maximise each student's individual potential by preparing for life after school where students leave as positive contributors to a sustainable society. This is achieved through developing positive relationships, safe and supportive environments, high expectations and effective teaching and learning.

Teachers are committed to pursuing excellence in providing learning experiences for students. We aspire to provide school leadership that is supportive, collaborative, motivational, enthusiastic and accountable. Ancillary staff contribute to the efficient operation and safe, positive and pleasant environment. We implement a curriculum that is relevant, challenging, enjoyable, rewarding, flexible and balanced. Parents and community are informed and involved, responsive and supportive and committed to the value of their children's education.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

In 2016 the school identified four areas for improvement. These were reading, improving higher order thinking skills, and attendance and QCE attainment.

Improvement Strategy 1: **Reading**. The following progress has been made:

- Implemented Reading 2 Learn
- PD 20 staff targeting junior secondary teachers (At least one teacher per faculty to be trained)
- Implemented strategies in 2016 junior school classes
- Continued to employ a Literacy Coach to support teachers in the delivery of program
- Reading results in NAPLAN had improved for Year 7 and Year 9.

Improvement Strategy 2: **Higher Order Thinking**. The following progress has been made:

- Developed a STEaM program that will challenge students in the U2Bs (Year 7 & 8 program)
- Implemented ASOT strategies (e.g proficiency scales, quality feedback to students)
- U2B results improved slightly

Improvement Strategy 3: **Attendance**. The following progress has been made:

- Developed the role of the Year Level Coordinators (YLCs) to incorporate attendance as a priority
- Acknowledged students who are attending school regularly with certificates
- Continued to identify students in the 80-90% range and work with families to increase attendance
- Attendance reached 91%

Improvement Strategy 4: **QCE Attainment**. The following progress has been made:

- Provided PD for staff on QCE requirements
- Involved YLCs, HODs and Admin in the monitoring of at risk students
- Used software programs and reporting data to assist in the monitoring of students
- Ensured better monitoring of Flexi School students
- QCE attainment went from 78% the previous year to 94%. 4 out of 5 Flexi School students also graduated with a QCE. Two, Year 11 students also graduated with a QCE.

Future Outlook

Improvement priority – 100% QCE Attainment

Actions	Targets	Timelines
Utilise TrackEd to monitor students	Year 11 & 12	After each term
Increase staff understanding of school data and how they can contribute to student success	Staff	Ongoing
Increase VET Options for students to participate in	Yrs 10-12	Sem 1 & Sem 2
Increase staff TAE qualifications to enable additional VET courses to be offered at MSHS	Staff	ongoing
Meet with 'at risk' students and their parents early in term 1 to discuss 'fast tracking plans'	Yr 12s	Term 1

Improvement priority – Higher Order Thinking

Actions	Targets	Timelines
Maleny to be signed up as part of the New Pedagogies for Deep Learning	School	Term 1, 2017
Identify lead teacher to lead staff for this project	Admin	Term 1, 2017
Attend regional PD	Staff	ongoing
Staff volunteer to be part of the NPDL group and meet twice a term	Interested staff	Ongoing regular meetings
Staff volunteer to be part of trial projects	Interested staff	Term 3 onwards
Employ a Literacy coach and Numeracy coach	2 staff members	ongoing
Continue to implement Reading to Learn strategy with an additional 10 staff being trained	10 staff members	Ongoing
Numeracy coach works with PEAC to develop assessment that is complex	Maths staff	Ongoing

Improvement priority – Attendance Improvement

Actions	Targets	Timelines
Monitor attendance on a regular basis	Yr 7-12	Every 5 weeks
Identify top 3 students after each review to work on during a 5 week period.	Yr 7-12	Every 5 weeks
Actions	Targets	Timelines
Continue to acknowledge students with high attendance rates	Yr 7-12	Every 5 weeks
Continue to make attendance a criteria for extra-curriculum activities participation	Yr 7-12	Every 5 weeks

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	669	354	315	24	93%
2015*	726	377	349	31	93%
2016	702	374	328	20	93%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Maleny State High School attracts students from a large area. Most students live in, or near, the small rural township of Maleny, Montville, Mapleton, Conondale, Kenilworth, Crystal Waters, Landsborough and Mooloolah. Our families are from the full range of socio-economic backgrounds. Approximately 3% of our students identify as being Aboriginal or Torres Strait Islander. We also have a small population of international students studying at Maleny State High School.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	24	23	23
Year 11 – Year 12	17	18	18

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

- Students in Year 7 and 8 experience all of the Key Learning Areas (KLA).
- Year 9 students study English, Mathematics, Science, Studies of Society and Environment and Physical Education for the entire year. Students will also select four electives, two for each semester.

- In Year 10 all students study English, Mathematics, Science, Studies of Society and Environment and Physical Education for the entire year. Students will then select two year-long electives. In Year 10, students also study Career Education which is designed to assist students to complete their Senior Education and Training plans (SET Plans), and make informed decisions in selecting senior subjects.
- Senior students can select from a wide range of QCAA subjects. Authority subjects are more academic than Authority-Registered subjects. Senior students also choose from a range of Vocational Education and Training (VET) courses, which are more practical and the qualification is nationally recognised. Some students choose a School-Based Traineeship/Apprenticeship as part of their study, while other students choose to study university subjects through 'Head Start' programs.
- Maleny State High School students can study through the Flexi School. This is an alternative program that is delivered at an 'off campus' site. This program is designed to support students who are highly at risk of not completing their education through the main school campus. This study is largely self-paced and is supported by 1.4 teachers and a teacher aide. Other agencies and volunteers support the Flexi students for a range of issues experienced by these young people.
- Maleny State High School also has a Special Education Unit. Students with special needs are integrated into traditional classes for most of their studies.

Co-curricular Activities

Camps and Excursions:

- Year level coordinators, school Chaplain and HODs organize and run a camp for each year level designed to develop leadership, self-confidence and personal development. For example Building Bridges program in Year 10 comprises a canoeing adventure, a three day strenuous hike through the wilderness and an abseiling day. This program develops peer support and leadership.
- Along with these camps there are also subject specific camps (Geography and Biology).
- Students who are members of the school's Cattle Show Team may camp out at a number of agricultural shows.
- The school also places a high level of importance on safe driving through the Apex funded 'Roadcraft' program.
- The school organises an annual Snow Ski Trip in the June/July holidays.

All these camps help develop the wonderful tone at the school and also help to develop the positive rapport between students and staff.

- Sport: There are three houses in the school: Buny, Mellum and Obi. Inter-house carnivals are held in swimming, cross-country and athletics. Trophies and shields are presented for each carnival. Interschool sport takes place for Year 7, 8 and 9 students. Senior students have the opportunity to play interschool sport outside of school time.
- Performing Arts: We have an excellent record of live performances in music, dance and theatre, involving students from all year levels. At the end of the year there was an "Arts Exposed" evening showcasing student work.
- Enrichment Activities: Students enter the 'Lions Youth of the Year' public speaking competition.

How Information and Communication Technologies are used to Assist Learning

Information and Communication Technologies (ICT) are used extensively throughout the curriculum for teaching and learning. The "Bring Your Own Device" program was introduced in 2015 and continues to be emphasised for the learning strategies at Maleny State High School. Many software programs are utilised in order to gather data on students and this data is used to assist students in achieving their academic goals.

Social Climate

Overview

The size of Maleny State High School is certainly an advantage when it comes to addressing the uniqueness of each individual. The school's code of responsible behaviour impacts strongly on the social climate within the school community. In 2016 the school community continued to embed our philosophy that underpins our actions: are my actions focused on learning; am I being respectful; am I being responsible; and are my actions safe and legal.

Each year level has a Year Level Coordinator and a Deputy Principal assigned. The YLCs are usually appointed to the cohort in Year 7 and take the group through to Year 12.



The school Guidance Service is a confidential service which is available to students, staff, parents and other school community members. A wide range of services are on offer to assist in resolving personal and educational issues which could impact on the progress at school and in future life roles.

The school Chaplaincy Service is a very important and far reaching program of care. The chaplain is able to support students with encouragement, by being a positive role model and an influence. The chaplain helps students who struggle with anxiety, loneliness, grief, anger resolution, depression and fear.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	90%	89%	97%
this is a good school (S2035)	94%	91%	97%
their child likes being at this school* (S2001)	91%	87%	97%
their child feels safe at this school* (S2002)	99%	94%	94%
their child's learning needs are being met at this school* (S2003)	87%	83%	94%
their child is making good progress at this school* (S2004)	87%	87%	91%
teachers at this school expect their child to do his or her best* (S2005)	97%	87%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	86%	97%
teachers at this school motivate their child to learn* (S2007)	87%	83%	84%
teachers at this school treat students fairly* (S2008)	85%	88%	87%
they can talk to their child's teachers about their concerns* (S2009)	91%	85%	94%
this school works with them to support their child's learning* (S2010)	91%	89%	91%
this school takes parents' opinions seriously* (S2011)	81%	90%	93%
student behaviour is well managed at this school* (S2012)	91%	88%	83%
this school looks for ways to improve* (S2013)	95%	92%	93%
this school is well maintained* (S2014)	97%	98%	88%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	95%	90%
they like being at their school* (S2036)	93%	92%	87%
they feel safe at their school* (S2037)	97%	94%	87%
their teachers motivate them to learn* (S2038)	86%	80%	83%
their teachers expect them to do their best* (S2039)	96%	95%	92%
their teachers provide them with useful feedback about their school work* (S2040)	92%	85%	91%
teachers treat students fairly at their school* (S2041)	84%	75%	81%
they can talk to their teachers about their concerns* (S2042)	81%	64%	73%
student behaviour is well managed at their school* (S2044)	88%	80%	79%
their school looks for ways to improve* (S2045)	97%	88%	86%

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their school is well maintained* (S2046)	95%	86%	82%
their school gives them opportunities to do interesting things* (S2047)	91%	84%	84%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	99%	98%	88%
they feel that their school is a safe place in which to work (S2070)	99%	93%	92%
they receive useful feedback about their work at their school (S2071)	90%	83%	74%
students are encouraged to do their best at their school (S2072)	94%	95%	87%
students are treated fairly at their school (S2073)	96%	93%	91%
student behaviour is well managed at their school (S2074)	95%	76%	87%
their school takes staff opinions seriously (S2076)	84%	79%	80%
their school looks for ways to improve (S2077)	94%	90%	87%
their school gives them opportunities to do interesting things (S2079)	87%	85%	83%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

The school encourages parents to get involved in their child's education by:

- checking school work and homework and accessing the assessment calendar
- reading the school's newsletter called "Insight" that is emailed to parents and can be found on the school's website
- attending parent / teacher/ student interviews
- attending various parent forums and evenings
- attending curriculum, information nights for various year levels and awards nights
- joining the active P&C Association
- helping at fund raising events
- becoming members of various committees such as Chaplaincy
- attending special events such as performing arts productions and sporting events.

The school is well supported by the local community, and many charity organisations provide financial and in-kind support for the students of Maleny State High School. Our parents are encouraged to meet with their teachers in order to make adjustments to assist students to engage with the curriculum. Individual Curriculum Plans are negotiated, implemented and adjusted for students to achieve at their very best.

Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. In year 9 the "Rite Journey" was implemented to raise student awareness of personal safety and awareness. In our HPE program every student is taught cyber safety strategies.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	87	78	102
Long Suspensions – 6 to 20 days	4	3	1

Exclusions	1	0	0
Cancellations of Enrolment	9	4	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Maleny State High School is committed to reducing its dependence on electricity and on town water. The table below shows the school's use of electricity and water. The Environmental Community looks at various ways of reducing our environmental footprint. Late in 2015 this community launched our Solar Panel project that aims to increase the number of solar panels in our school and the Environmental Committee continued in 2016 to fundraise for solar panels, by running several fundraising activities and applying for grants.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	188,621	0
2014-2015	201,302	7,910
2015-2016	208,588	619

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	64	30	<5
Full-time Equivalents	57	22	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	4
Graduate Diploma etc.**	8
Bachelor degree	48
Diploma	5
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$135 064.05.

This information can be calculated from OneSchool data.

The major professional development initiatives are as follows:

- Reading to Learn
- Qld Curriculum Assessment Authority workshops/ training
- Mandatory departmental training
- Leadership skilling
- Subject specific conferences
- OneSchool training
- Principal training days
- Vocational Education and Training Certificates (TAEs)

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	79%	79%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

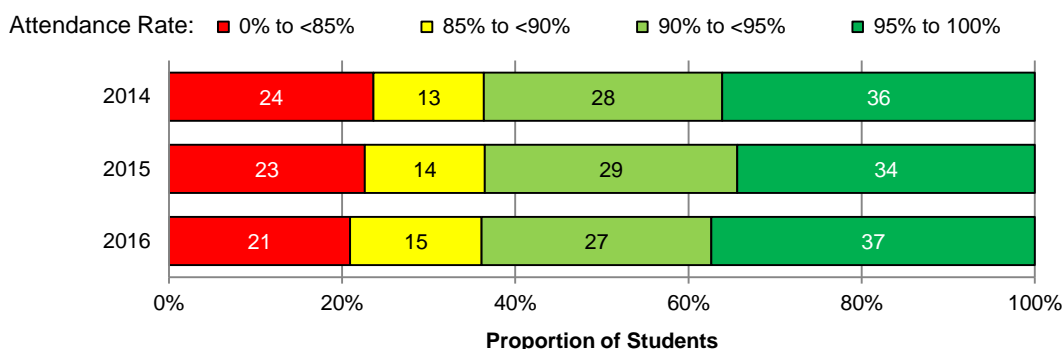
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									93%	86%	87%	90%	89%
2015								91%	89%	89%	87%	91%	89%
2016								92%	89%	91%	89%	90%	89%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Daily absences are monitored and SMS messages are sent to parents when students are absent from school without the school's knowledge. Parents are also sent letters when students have had more than three days absence. Our hard working Year Level Coordinators also contact parents to discuss attendance matters. If students in the compulsory phase of school still fail to attend school, the school will proceed with prosecution letters.

Key strategies that are being used to increase attendance are: rewards days; the handing out of certificates for portfolios and case management of individual students by Admin and YLCs.

NAPLAN

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	122	101	106
Number of students awarded a Queensland Certificate of Individual Achievement.	1	1	0
Number of students receiving an Overall Position (OP)	66	52	50
Percentage of Indigenous students receiving an Overall Position (OP)	0%	33%	50%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10	9	8
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	96	85	74
Number of students awarded an Australian Qualification Framework Certificate II or above.	59	55	62
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	92	78	100
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	83%	75%
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.	94%	81%	86%
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.	89%	92%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	93%	94%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	17	24	21	4	0
2015	6	21	15	10	0
2016	8	18	17	7	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	77	44	21
2015	61	45	20
2016	35	60	8

As at 3rd February 2017. The above values exclude VISA students.

Certificate I courses offered at Maleny State High School include Furnishings and Computer Technology. Certificate II courses include: Music, Agriculture, Creative Arts, Computer Technology and Tourism. Certificate III courses were completed through external Registered Training Organisations.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	82%	79%	75%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	33%	150%	80%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available on our "Quick links" on the home page of our school website or at:

<http://www.malenyshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

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

Students who terminate their enrolment from Maleny State High School are asked to complete a Termination of Enrolment form. The reasons for terminating enrolment are followed up to ensure the reasons for the termination are genuine. The main reasons for leaving include: family moving away from the area, leaving to go to an apprenticeship or employment, transfers to another school, medically unfit to attend or travelling overseas