

# Maleny Independent School

## Maleny Independent School Annual Report 2019 (Based on 2018 data)

### Descriptive Information

This section encourages schools 'to tell their story' in a positive manner within their local context. This section of the report should describe the environment in which the school operates. The headings below are compulsory; however, schools could also include information about the school's demographic mix, enrolment and student mobility, distinctive skills of staff at the school, and how computers are used to assist learning.

#### School Sector:

Independent

#### School's Address:

23 Coral Street, Maleny QLD 4552

#### Total Enrolments:

14

#### Year Levels Offered:

7 to 8 (2018)

#### Co-educational or Single Sex:

Co-educational

#### Characteristics of the Student Body:

9 Males (64%)

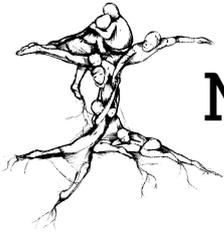
5 Females (36%)

0% Indigenous students

#### Distinctive Curriculum Offerings:

DashX - Science Extension and digital/design technologies

Art extension – with local artists



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## Extra-curricular Activities:

Community gardening and construction project  
Maleny Organics – student operated business  
Harmony Day Dance Program  
Kids in Action

## Social Climate:

Underlying philosophy of neohumanist education – development of whole self, including social, emotional, physical, spiritual and academic aspects.  
Individual check-ins  
Group circles

## Parental Involvement:

Fundraising group and activities

## Parent, Teacher and Student Satisfaction with the School

Where schools already undertake yearly surveys or studies of parents, students and teachers for the purpose of marketing and school improvement, it will involve preparing a relevant report, in plain English, on the findings of those surveys or studies.

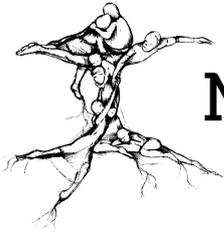
If a school does not currently undertake any such studies or surveys, consideration might be given to such a project; or alternatively, the school should consider any other data or information that it may have which could be the basis of a report on parent, student and teacher satisfaction. For example, letters and testimonials from parents; enrolment retention rates over time; increasing enrolments over time, teacher retention rates over time.

The school commenced in 2018 and will undertake such a study in 2019 after 12 to 24 months operation.

## Contact Person for Further Information:

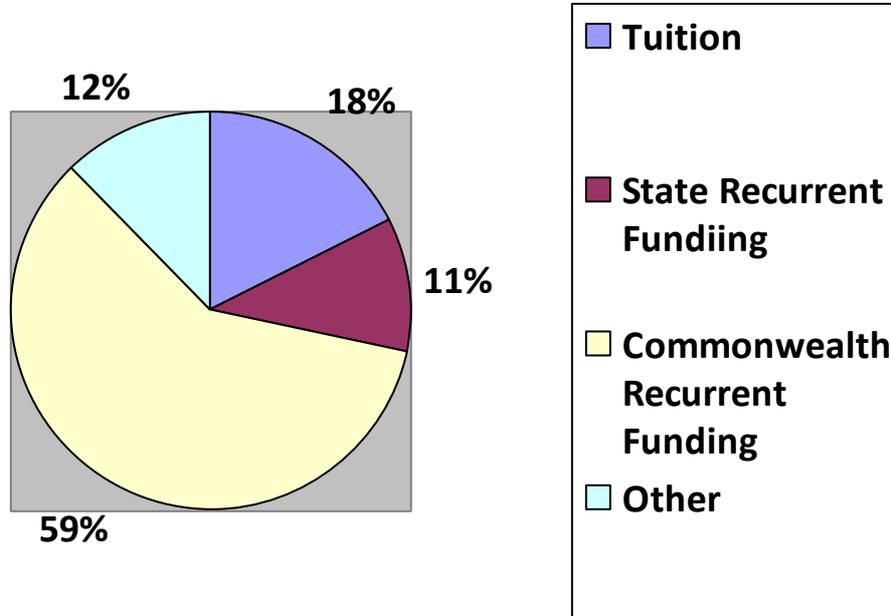
The title of a school-based contact person for further information on the school and its policies.

Title: School Business Manager or Principal



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## School Income Broken Down by Funding Source



## Staffing Information

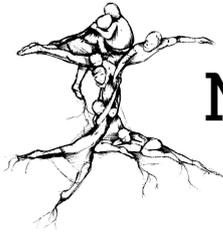
### Staff Composition, Including Indigenous Staff:

Position	Number of Staff	Full Time Equivalent
Teaching/Principal (Salary)	1	1.0
Teaching (Casual)	5	0.2
Non-Teaching (Casual)	2	0.4

0% Indigenous staff

### Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	
Masters	
Bachelor Degree	4



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Diploma	2
Certificate	

## Expenditure on and Teacher Participation in Professional Development:

### a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
New Principal program	1 (Teaching Principal)
Powerful Partnerships	1 (Teaching Principal)
Total number of teachers participating in at least one activity in the program year	1

### b) Expenditure on Professional Development

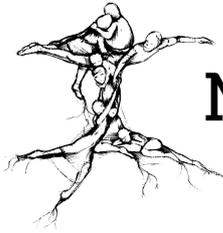
Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
1	\$265	\$265
The total funds expended on teacher professional development in 2018		\$265
The proportion of the teaching staff involved in professional development activities during 2018		%98
<p>The major professional development initiatives were as follows: [details regarding in-kind professional development activities undertaken e.g. mentoring or peer learning can be included]</p> <p>New Principals Program, Powerful Partnerships, Business Managers Program with ISQ.</p>		

## Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
8	188	19	98.74%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 98.32% in 2018			

## Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program)	% retention rate



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	year)	
N/A School Opened 2018	N/A School Opened 2018	N/A School Opened 2018

## Key Student Outcomes

### Average student attendance rate (%) for the whole school:

Number of possible attendance days	Total number of students	Total number of days absent	Total Attendance
2373	14	240	2133

The average attendance rate for the whole school as a percentage in 2018 was 89.87%

### Average student attendance rate for each year level:

Number of possible attendance days for year level	Total number of students in year level	Total number of days absent by students in year level	Total Attendance
2144	12	196	1948
259	2	44	215

Year levels	Average attendance rate for each year level as a percentage in 2018
Year 7	90.85%
Year 8	83.01%

### A description of how non-attendance is managed by the school:

Rolls at Maleny Independent School are marked manually three times throughout the day. The first roll marking is conducted no later than 9:00am. They are reviewed again by 12:00 noon and 2:30pm to verify accuracy of the pm data. Administration staff check rolls daily to ensure they have been marked accurately and on time. After the 9:00 am marking the office staff are required to phone parents of unexplained absentees and record the reason for the absence. If it is necessary for a child to leave the school at a time other than normal dismissal time, prior notification must be made to the class teacher. The child must be signed out at the office by the adult accompanying the child. The accompanying adult must sign in children coming to school late. Parents are required to fill out the necessary exemption forms for absences between 11-110days and



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submit for approval to the principal.

## NAPLAN results for Years 3, 5 and 7 and 9 in 2018

### Privacy and Interpretation of Data

The fundamental principle for reporting performance information is to support school improvement throughout Queensland and to provide a profile of all schools to the community. While the reporting initiative is a valuable move towards sharing education information, it brings with it responsibilities in the areas of personal information and privacy. The reporting of student achievement information needs to be managed according to appropriate privacy provisions and needs to ensure that publicly available information is accurate and easily interpreted.

There are many Queensland schools that have small enrolment numbers, particularly at individual year levels. For this reason, care needs to be taken not to identify individual students. Care also needs to be taken in the interpretation of information where trends may be volatile. When reporting on small numbers or 'cohorts' of students, an annual variation in enrolment of just one or two students can have a significant effect on data from one year to the next. This is where setting information in context is of prime importance.

When publishing information on student achievement and school performance:

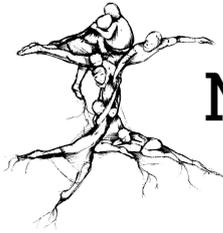
- Careful consideration should be given to the nature of reporting where there are fewer than five students in a group, cohort or reporting field;
- Information should not be published where all persons in a particular group have achieved identical results, irrespective of group or cohort size.

All published information must:

- Maintain the privacy of individual student information;
- Minimise the likelihood of false assumptions and conclusions being inferred from the data.

School principals may decide that it is not possible to report certain data publicly in ways that maintain student privacy or minimise misinterpretation of performance. Where a decision is made not to report specific data for these reasons, a narrative or descriptive comment on student achievement or school performance would meet the requirements of the Annual Report.

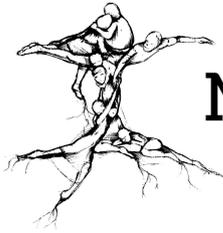
*Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.*



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## Benchmark Data for Year

<b>Reading</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2018)		434	
Year 5 (2018)		509	
Year 7 (2018)	541	542	0%
Year 9 (2018)		584	
<b>Writing</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2018)		407	
Year 5 (2018)		465	
Year 7 (2018)	480	505	- 5%
Year 9 (2018)		542	
<b>Spelling</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2018)		418	
Year 5 (2018)		502	
Year 7 (2018)	527	545	- 3%
Year 9 (2018)		583	
<b>Grammar and Punctuation</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2018)		432	
Year 5 (2018)		504	
Year 7 (2018)	545	544	0%
Year 9 (2018)		581	
<b>Numeracy</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2018)		408	
Year 5 (2018)		494	



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Year 7 (2018)	503	548	- 8%
Year 9 (2018)		596	

## Apparent Retention Rate Year 10 to 12: Not Applicable for 2018

The school's apparent retention rate must be published. The Year 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%).

	Year 10 Base	Year 12	Apparent Retention Rate %
Number of Students	N/A	N/A	N/A

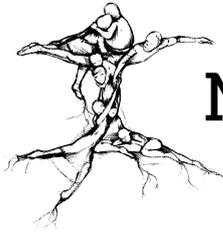
Year 12 student enrolment as a percentage of the Year 10 cohort is \_\_\_\_\_% N/A

## Year 12 Outcomes: Not Applicable for 2018

Outcomes for our Year 12 cohort 2018	
Number of students awarded a Senior Education Profile	
Number of students awarded a Queensland Certificate of Individual Achievement	
Number of students who received an Overall Position (OP)	
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	
Number of students awarded one or more Vocational Education and Training (VET) qualifications	
Number of students awarded a Queensland Certificate of Education at the end of Year 12	
Number of students awarded an International Baccalaureate Diploma (IBD)	
Percentage of Year 12 students who received an OP1-15 or an IBD	%
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	%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	%

## \*\*\*Post-school Destination Information: Not Applicable for 2018

At the time of publishing this School Annual Report, the results of the 2018 post-school destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.



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## Other Information of Interest:

2018 represented the first year of operation for Maleny Independent School. Enrolments grew from 12 to 18 over the year and highlights included the student run business venture, science and robotics sessions, community service at the local community garden and excursions and outings into community and beyond.

## \*\*\*Post-school Destination Information - Mandatory Information to be published by 30 September each year

Post-school destination information from the current Next Steps survey as follows:

### Background information on how the Next Steps survey was conducted: Not Applicable for 2018

Background information:

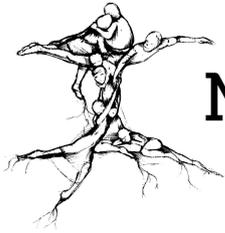
### School Response Rate to the Survey: Not Applicable for 2018

Number of Year 12 students in 2018 (a)	Number of responses received from students (b)	Percentage response rate (b/a x100)
		%

### Definitions of main destinations (see table below)

### Summary of findings in relation to main destinations of students: Not Applicable for 2018

School Year 2018	Number of Students in each category	Percentage of Students in each category
University (degree)		%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)		%
Working full-time		%
Working part-time/casual		%
Seeking work		%
Not studying or in the labour force		%



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Total Year 12 students		
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**Chart showing main destinations of students. Not Applicable for 2018**