

Machans Beach State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

This school annual report provides a concise picture of Machans Beach State School in terms of the school and staff profile, curriculum offerings and social climate. The report also includes a snapshot of student performance through a summary of NAPLAN results, and an overview of school community satisfaction using data from school opinion surveys.

School progress towards its goals in 2015

2015 was a successful year for Machans Beach State School. We welcomed the completion of the Undercover Learning Centre, a facility which has provided access to outdoor learning in all weather. We also welcomed a new tuckshop. Other priorities for 2015 were to align school curriculum plans with ACARA, implement a whole school assessment plan for Reading, use data based decision making to set school targets and measure student improvement, to engage parents and caregivers in their children's learning, and to improve the teaching of reading throughout the school in order to ensure that every student achieves above the national minimum standard.

Throughout 2015 we made steady progress towards these goals. All teaching staff engaged in professional development to advance their skills in explicit teaching. Targets are set and reviewed every 5 weeks and student gain is measured, analysed and celebrated. Machans Beach SS has continued to promote our school through a variety of marketing strategies, resulting in new enrolments.

Future outlook

The key priorities for 2016 include:

- Improve student attendance across the school;
- Provide professional development and feedback to staff about the teaching of reading;
- Develop a whole-school reading framework;
- Build internal processes of 5-weekly data collection and analysis to inform teaching;
- Develop a culture of 'learning and feedback' across the school;
- Plan for the retention, attainment and transition of students;
- Maintain productive partnerships with students, staff, parents and community through a variety of programs and initiatives.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	95	41	54	39	83%
2014	96	43	53	43	78%
2015	62	30	32	34	67%

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 2015, 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:

Machans Beach students come from a variety of backgrounds, some of who speak languages other than English at home. Approximately 50% of our students are indigenous. Approximately 10% of our students are in care. Due to a wide range of backgrounds and needs our school has a fantastic culture of inclusivity and high academic and social expectations.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	19	16	13
Year 4 – Year 7 Primary	23	16	13
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	3	10	11
Long Suspensions - 6 to 20 days	0	2	0
Exclusions	0	0	0

Cancellations of Enrolment	0	0	0
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* 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.

Curriculum delivery

Our approach to curriculum delivery

Extra curricula activities

Students at Machans Beach State School are provided with opportunities to participate in a variety of sporting events and programs throughout the year including district and peninsula athletics (if they qualify), after school soccer programs as well as specialized clinics run during school time.

In addition to classroom music lessons, students can also participate in our school choir.

How Information and Communication Technologies are used to improve learning

ICTs are integrated into various key learning areas across all year levels. All classrooms are fully networked and feature wireless technology. The library technology rooms house a bank of 25 computers for student use. Students also have access to digital cameras and other peripherals. We also have 2 iPads which are being used in a range of specialised intervention programs. Our school has invested in the use of Interactive White Boards as a prime teaching and learning tool. Interactive whiteboards are installed in all classrooms as well as in the resource centre.

Social Climate

Our school is a safe school with a climate of inclusivity and diversity. Our school culture is one of high academic achievement and student engagement. We have access to a Guidance Officer and we offer Religious Education weekly. We have a zero tolerance to bullying and our students are comfortable to talk to an adult if they feel unsafe.

Our whole school approach is based around our 'ROCKS' rules of Respect, Organisation, Cooperation, Keeping Focused and Safety. These behaviours are acknowledged and rewarded consistently.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	92%	100%	DW
this is a good school (S2035)	96%	86%	DW
their child likes being at this school (S2001)	92%	86%	DW
their child feels safe at this school (S2002)	92%	86%	DW
their child's learning needs are being met at this school (S2003)	92%	86%	DW
their child is making good progress at this school (S2004)	92%	100%	DW
teachers at this school expect their child to do his or her best (S2005)	96%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	100%	DW
teachers at this school motivate their child to learn (S2007)	96%	100%	DW
teachers at this school treat students fairly (S2008)	100%	86%	DW
they can talk to their child's teachers about their concerns (S2009)	100%	100%	DW
this school works with them to support their child's learning (S2010)	96%	86%	DW
this school takes parents' opinions seriously (S2011)	96%	86%	DW

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
student behaviour is well managed at this school (S2012)	92%	86%	DW
this school looks for ways to improve (S2013)	96%	100%	DW
this school is well maintained (S2014)	92%	86%	DW

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	94%
they like being at their school (S2036)	95%	100%	94%
they feel safe at their school (S2037)	93%	100%	94%
their teachers motivate them to learn (S2038)	100%	96%	97%
their teachers expect them to do their best (S2039)	100%	100%	94%
their teachers provide them with useful feedback about their school work (S2040)	98%	96%	94%
teachers treat students fairly at their school (S2041)	100%	96%	88%
they can talk to their teachers about their concerns (S2042)	100%	91%	94%
their school takes students' opinions seriously (S2043)	100%	96%	94%
student behaviour is well managed at their school (S2044)	93%	92%	84%
their school looks for ways to improve (S2045)	100%	100%	97%
their school is well maintained (S2046)	98%	100%	94%
their school gives them opportunities to do interesting things (S2047)	95%	87%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	93%	89%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	100%	DW
students are encouraged to do their best at their school (S2072)	100%	100%	83%
students are treated fairly at their school (S2073)	100%	100%	83%
student behaviour is well managed at their school (S2074)	93%	100%	83%
staff are well supported at their school (S2075)	100%	89%	83%
their school takes staff opinions seriously (S2076)	100%	89%	83%
their school looks for ways to improve (S2077)	100%	100%	83%
their school is well maintained (S2078)	93%	78%	83%
their school gives them opportunities to do interesting things (S2079)	86%	89%	67%

'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

Parents are encouraged to become involved in their child's education through:

- Involvement in the reading program
- NAIDOC Celebrations
- Tuckshop volunteers
- Volunteering to assist with sports days and sporting teams
- Accompanying students on excursions and camps
- Parents and Citizens' Association
- Running the Uniform Shop
- Coordinating Outside School Hours Care Programs
- Parents and carers of students with disabilities are involved in the development of individual curriculum and support plans with specialist staff and classroom teachers.

Reducing the school's environmental footprint

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	73,776	981
2013-2014	48,010	499
2014-2015	62,169	874

*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.

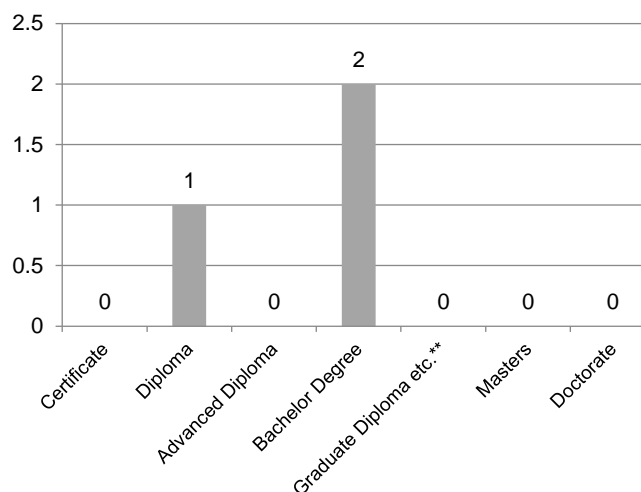
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	7	5	<5
Full-time equivalents	6	3	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	3



*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 2015 were \$3478.00

The major professional development initiatives are as follows:

Explicit Teaching, Curriculum Planning, Principal's Conferences, Peer Review Training, Observing Best Practice.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	92%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	91%	85%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

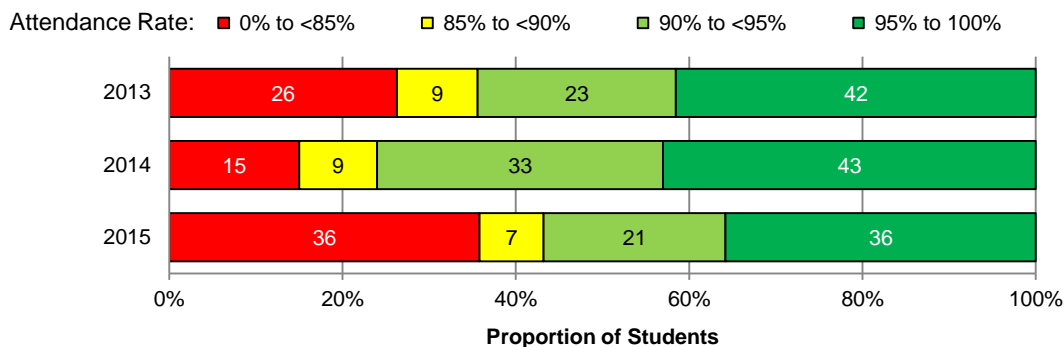
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	85%	88%	92%	94%	91%	92%	83%	93%					
2014	94%	91%	92%	91%	97%	92%	91%	92%					
2015	85%	88%	91%	92%	85%	82%	89%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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

Sector:

Government

Non-government

SEARCH

Where it says '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.