



Machans Beach
State School

Machans Beach State
School

ANNUAL REPORT 2016

Queensland State School Reporting

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School Overview

Machans Beach State School, established in 1952, is an innovative, well-resourced Prep to Year 6 primary school located 11 km north of Cairns in the beachside community of Machans Beach. Our school values a multicultural cohort including around 50% of students of Aboriginal or Torres Strait Island descent and approximately 15% of students from international backgrounds. Machans Beach State School is the only small school in the immediate Cairns area, however our enrolment numbers are growing as we have become a popular choice for many families as they seek out a school where their children are able to retain their sense of identity, have their learning needs met in a unique, supportive learning environment and achieve their individual potential. Our teaching staff are passionate and dedicated to maximising student outcomes through a broad curriculum with a strong focus on Literacy and Numeracy. Our school has a culture of care and high expectations of behaviour which are reflected in our five school 'ROCKS' rules: Respect, Organisation, Cooperation, Keeping Focussed and Safety. Our school motto is 'Respecting Ourselves, Caring for Others'. We set high standards in developing self esteem and caring for each other as proud individuals and community members. We have a commitment to supporting student wellbeing through using innovative programs to teach excellent behaviour and values. At Machans Beach State School we value cultural diversity and inclusivity. We cater to a range of diverse needs through modified programs and extra support through specialist staff. Our pro-active focus on successful curriculum delivery, combined with our knowledge and appreciation of each individual, affords each Machans Beach State School student every possible opportunity to succeed.

Principal's Foreward

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 2016

2016 was a very successful year for Machans Beach State School. It was a year of significant growth in student enrolments resulting in our school gaining a 4th teacher for the beginning of 2017. 2016 also brought about significant change within the school from the introduction of a variety of new and innovative programs. One of our school improvement agenda priorities was the development and implementation of a school-wide Reading Program. The implementation of this program ensured an explicit, consistent approach to the teaching of reading across the school. It also resulted in significant improvements in reading results, particularly for students achieving below regional benchmarks. Another priority was the introduction of an Attendance Strategy, aimed at improving student attendance. We were successful in increasing our overall school attendance rate as well as reducing the percentage of students attending school less than 85% of the time. As we progress through 2017 our attendance rate is continuing to improve. Throughout 2016 staff engaged in a variety of professional development to extend their knowledge and skills for curriculum planning as well as the teaching of reading.

Future Outlook

The key priorities for 2017 include:

- Fully implement the school-wide Reading Program and develop school-based resources to support the teaching of reading;
- Maintain a strong focus on student attendance;
- Introduce an Instrumental Music Program;
- Introduce a variety of extension programs aimed at extending our high performing students in Literacy and Numeracy;
- Develop and extend data analysis skills across the school;
- Ensure that student enrolments continue to grow in order to gain a 5th teacher.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	96	43	53	43	78%
2015*	62	30	32	34	67%
2016	66	29	37	33	82%

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

Machans Beach students come from a variety of backgrounds, some of whom 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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	16	15	19
Year 4 – Year 7	16	16	26
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Teachers at Machans Beach State School engage in collaborative planning using student data to inform their planning. They differentiate across all Key Learning Areas to ensure that they are catering for the diverse range of needs in their classes.

Co-curricular Activities

Students at Machans Beach State School are provided with opportunities to participate in a variety of extra-curricular activities, including:

- Instrumental Music Program

- School Choir
- Critical Thinking Extension Program
- Creative Writing Extension Program
- School, regional and peninsula sports
- A variety of sports clinics for cricket, hockey, basketball etc.
- Anzac Ceremonies and Marches
- Student Representative Council
- Dance and Drama Club
- School camps and excursions
- Reader's Cup Challenge
- GRIP Student Leadership Conference

How Information and Communication Technologies are used to Assist Learning

ICTs are integrated in all key learning areas across all year levels. Our school resources include a library technology room with a large bank of desktop computers, a class set of laptops as well as a small set of iPads for each classroom which are used for a variety of activities including Reading Eggs and Mathletics. Staff continue to develop their skills and knowledge of how best to use iPads within their classrooms to engage and support students in an innovative and purposeful way. Interactive whiteboards are installed in each classroom and are used for the delivery of many lessons daily.

Social Climate

Overview

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. The regular positive feedback from both parents and visitors regarding our excellent student behavior and lack of bullying is a great source of pride for our staff and is reflected in our fantastic School Opinion Survey results for 2016.

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

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)	100%	DW	100%
this is a good school (S2035)	86%	DW	100%
their child likes being at this school* (S2001)	86%	DW	100%
their child feels safe at this school* (S2002)	86%	DW	100%
their child's learning needs are being met at this school* (S2003)	86%	DW	100%
their child is making good progress at this school* (S2004)	100%	DW	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	DW	100%
teachers at this school motivate their child to learn* (S2007)	100%	DW	100%
teachers at this school treat students fairly* (S2008)	86%	DW	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	DW	100%
this school works with them to support their child's learning* (S2010)	86%	DW	100%
this school takes parents' opinions seriously* (S2011)	86%	DW	100%
student behaviour is well managed at this school* (S2012)	86%	DW	100%
this school looks for ways to improve* (S2013)	100%	DW	100%
this school is well maintained* (S2014)	86%	DW	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	94%	100%
they like being at their school* (S2036)	100%	94%	100%
they feel safe at their school* (S2037)	100%	94%	100%
their teachers motivate them to learn* (S2038)	96%	97%	100%
their teachers expect them to do their best* (S2039)	100%	94%	94%
their teachers provide them with useful feedback about their school work* (S2040)	96%	94%	94%
teachers treat students fairly at their school* (S2041)	96%	88%	94%
they can talk to their teachers about their concerns* (S2042)	91%	94%	89%
their school takes students' opinions seriously* (S2043)	96%	94%	89%
student behaviour is well managed at their school* (S2044)	92%	84%	78%
their school looks for ways to improve* (S2045)	100%	97%	94%
their school is well maintained* (S2046)	100%	94%	100%
their school gives them opportunities to do interesting things* (S2047)	87%	94%	82%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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)	89%	83%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	100%
students are encouraged to do their best at their school (S2072)	100%	83%	100%
students are treated fairly at their school (S2073)	100%	83%	100%
student behaviour is well managed at their school (S2074)	100%	83%	100%
staff are well supported at their school (S2075)	89%	83%	90%
their school takes staff opinions seriously (S2076)	89%	83%	100%
their school looks for ways to improve (S2077)	100%	83%	100%
their school is well maintained (S2078)	78%	83%	100%
their school gives them opportunities to do interesting things (S2079)	89%	67%	90%

* 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

At Machans Beach State School we encourage parent involvement in their child education and strongly believe that students are more likely to achieve to their full potential when their parents are involved and engaged in their education. Parents are encouraged to become involved through assisting with:

- Classroom reading rotations
- NAIDOC Celebrations
- Tuckshop

- Sports Days, Discos and other special events
- School camps and excursions
- Parents and Citizens' Association
- Covering books in our Resource Centre

Parents and carers of students with disabilities are also involved in the development of individual curriculum and support plans with specialist staff and classroom teachers.

Respectful relationships programs

Machans Beach State School has implemented the 'Bounce Back' Program and Peer Skills training which focuses on appropriate, respectful and healthy relationships. We also participate in the 'Day for Daniel' each year where all students from Prep to Year 6 develop their knowledge and skills to be able to recognize, react and report when they, or others, are unsafe.

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	10	11	7
Long Suspensions – 6 to 20 days	2	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	48,010	499
2014-2015	62,169	874
2015-2016	65,738	402

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

GO

Sector:

Government

Non-government

SEARCH

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	6	5	<5
Full-time Equivalents	4	3	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	3
Diploma	1
Certificate	

*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 \$5385.27

The major professional development initiatives are as follows:

- Code of Conduct training
- Student Protection Training
- Positive Behaviour for Learning
- Essential Skills for Classroom Management
- Curriculum Planning
- The teaching of Reading
- Goal Setting
- Reading Assessment

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.	97%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 51% 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).	92%	87%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	85%	81%

*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 Primary schools was 93%.

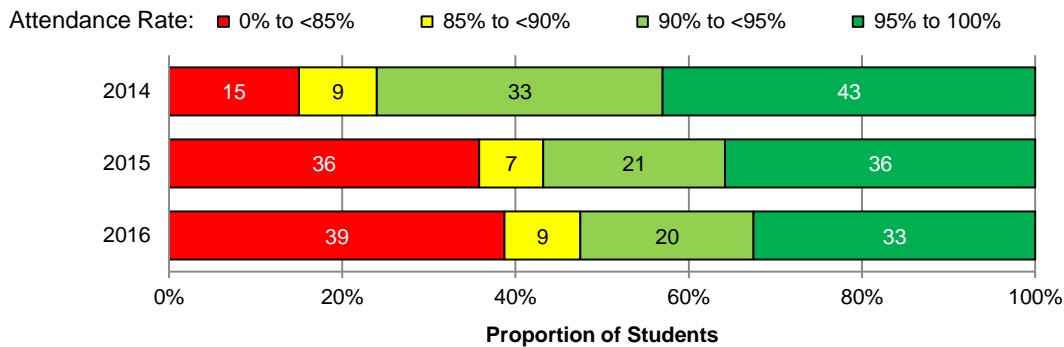
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	91%	92%	91%	97%	92%	91%	92%					
2015	85%	88%	91%	92%	85%	82%	89%						
2016	85%	83%	90%	88%	90%	83%	82%						

*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.

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Key strategies that are being used to increase attendance are:

- Text notification system that notifies parents when their child is absent
- Regular recognition and celebration of high attendance on assemblies and in school newsletters
- Letters sent home to parents of students who are attending school less than 85% of the time
- Teachers ensuring that learning is fun and enjoyable and that all students feel welcome and valued

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

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.

