Machans Beach State School provides students with an environment in which to achieve quality learning outcome each and every day.

The diverse cultural identities within the school create a strong foundation to providing a supportive caring environment for children to achieve. Our school is proud to have a multicultural community which currently includes students from Thailand, Israel, Philippines, New Zealand, Solomon Islands, Mexico as well as Torres Strait Islanders and Indigenous students.

Our school motto “Respecting Ourselves, Caring for Others” implies we set high standards in developing self-esteem and caring for each other as proud individuals, school and community members. This motto is supported by our ROCKS behaviour program which is underpinned by the rules of; Respect, Organisation, Cooperation, Keeping Focused and Safety.

We endeavour to ensure that every student reaches his or her potential in physical, social, emotional and moral development. We recognise that our overall focus is literacy and numeracy as supported by the district’s service commitment - and that prep and primary provide the fundamental building blocks upon which lifelong learning is constructed.

Our Mission Statement is as follows: Machans Beach State School respects diversity and empowers children to become self-directed learners and valuable members in society. Our collaborative learning environment recognises each child as an individual. We encourage each child to reach their full potential by providing effective and purposeful opportunities for students to develop socially, emotionally, intellectually and physically.
School progress towards its goals in 2011

- Our main goals for 2011 included the following:
  - Improve LITERACY and NUMERACY outcomes for all students to ensure they are confident participants in our digital world
  - Curriculum audit – this was completed, maintained and updated throughout the year.
  - Common curriculum across cluster – keeping the colours in the KLA's has been a consistent message throughout the cluster. Teachers are ensuring that their planning reflects this.
  - Review of internal monitoring and systemic data – with access to OneSchool and the release of the NAPLAN data we have ensured that our planning/teaching/assessment cycling has matched the needs of the students and the curriculum.
  - Implement strategies for preparing students for the year 3/5/7 test with a focus on teaching the testing discourse – students were taken as year level groups with intensive teaching in the areas of numeracy and literacy.
  - Utilise data from Year 2 NET, 3/5/7 testing to inform planning, teaching and learning – this was achieved.
  - Our data for 2011 indicates that we have improved our results across both the areas of numeracy and literacy in the years 3/5/7. We also had improved outcomes in the year 2 net.
  - Focus on behaviour management
  - Continue with implementation of School Wide Positive Behaviour Support program – Our focus with SWPBS has continued with a dedicated focus. There has been a noticeable decrease in negative behaviour recorded and a huge increase (as our data reflects) of positive behaviour incidents being recognised.
  - Continued implementation of the reward system and data collection strategies for positive and negative behaviour with a focus on our “ROCKS” – Respect, Organisation, Cooperation, Keep Focused & Safety.
  - Complete module 2 of SWPBS – module 2 was not completed officially due to time restraints. We have implemented many of the suggested strategies from module two which has focussed on tracking behaviour incidents for individual students and planning relevant strategies for those students.
  - Promote positive working relationships between staff and students – this has been done through our web site, newsletters, awards, parade, and general acknowledges and interactions.
  - Strengthen partnerships between all members of our school community through continued communication, whole school celebrations, and community wide invitations to school events.
  - Classroom Profiling and ESCM (Essential Skills Classroom Management.) - Continued support provided for teachers, Teacher aides, JCU students and others were profiled and supported to use the ESCM.
  - School Opinion data – returned data reflects an improvement in all areas and from all stakeholders including: parents, staff and students.
  - Improve curriculum delivery
  - Celebrate success and engage in team building activities both within the school and wider community.
Future outlook

Machans Beach State School aims to:

- Provide a quality school program that meets the students’ diverse needs by continuing the implementation of the C2C programs and the Australian National Curriculum.
- Provide explicit instruction in all classrooms to improve the delivery of teaching - promoting student learning outcomes, as supported by targeted improvements and appropriate data in the areas of Literacy and Numeracy.
- Continue the delivery of Direct and Explicit teaching programs in Numeracy and Literacy – specifically spelling, reading and comprehension.
- Develop and refine productive pedagogies that focus on student engagement with provision for intellectually challenging tasks which improve student connectedness and learning outcomes.
- Provide strategies, support and inclusive practice for all students including those with Identified Higher Intellectual skills:
- Increase school enrolment numbers.
- Further extend and develop parent partnerships in education.
- Further integration of ITC within teaching and learning across the curriculum.
- Continue to provide a safe, tolerant and disciplined learning environment through the focus of “School Wide Positive Behaviour Support Program” with a focus on Module 2 SWPBS.
- Develop and improve community and school partnerships

#1. Improve teaching

*Improve literacy – including: Reading, Spelling, Grammar & Punctuation*

- Define individual learning targets for all students – specifically in reading, spelling, comprehension, NAPLAN bands, and early year’s indicators.
- Continue implementation of the Soundway spelling for years year 3-7
- Spelling mastery in term 2 – whole school streamed
- Explicit Teaching – Participate with the Cluster in John Fleming PD
- Comprehension – Implementation of CSI
- NAPLAN U2B strategy – including before school classes, streaming students through literacy Improve numeracy outcomes for all students
- EMMS – years 5-7 term 1
- JEMMS – years 3/4 term 1, moving into EMMS once JEMMS is completed
• Continue to support student engagement and learning through explicit instruction
• Implement processes to ensure high standards for curriculum, teaching and assessment are set and monitored
• Implement the Australian curriculum through C2C
• Continue strategies that provide specific feedback about teaching practice. These are to including: classroom profiling, Principal visits, peer visits and school visits to high performing classrooms in the Cluster
• NAPLAN U2B strategy – including before school classes, streaming students through numeracy

#2: Refining and embedding data based decision making
• Challenge teaching practice with the outcomes of students exposed to that teaching.
• Support all teachers in broadening their understanding of the all collected data – I Can Do Maths NAPLAN, PAT M, R – to gain a broader input into the story behind the school's outcomes and how each teacher can contribute to a student’s journey
• Review current data of all students – consider that all targets are set within the parameters of “high but achievable” expectations
• Ensure all data is collected and collated into OneSchool.
• All students tested upon arrival at Machans Beach SS

#3: Refining and embedding Planning & Accountability Systems at all leadership levels.
• Developing and defining a framework for a feedback culture of admin/staff, staff/staff, staff/stage, student/student
• Coaching and feedback to focus on Explicit Instruction particularly the warm up and review
• Reviewing class and school targets each term to ensure improvement agenda is met
• Embed a culture of classroom walkthroughs
• Ensure regular and constructive feedback through Developing Performance Framework, Individual Development Plans, which match the vision and focus of the school while supporting the recommendations evident in the T/L audit.
• Use systemic leadership tools to enhance leadership activities

#4: Connecting parents and caregivers with their children’s learning.
• Strengthen partnerships between all members of our school community through a variety of communication strategies including: personal phone calls, emails, class/school newsletters, face to face, parent evenings, NAIDOC and P&C meetings
• Educate and help parents and carers to become involved with their children's learning
• Develop and improve partnerships with ATSI community members
• Case management meetings for specifically identified students
• Implement focused strategies to support positive behaviour, counter bullying and teach social and
emotional literacy

- support children’s holistic wellbeing through fostering skills and attributes that encourage them to be healthy, green and fair citizens

- Continue with the implementation of School Wide Positive Behaviour Support program – module 2

- Continuation of the implementation of the Focus 40 Values across the school in accordance with School-wide Positive

- Behaviour Support – teaching the behaviours we want to see in our school/community

- Continued implementation of the reward system and data collection strategies for positive and negative behaviour with a focus on our “ROCKS” – Respect, Organisation, Cooperation, Keep Focussed & Safety

- Attendance strategy – regular items in the newsletter reminding parents, display posters of the impact of non-attendance, letters, phone calls, face to face, and items relating to this in the newsletter
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>113</td>
<td>47</td>
<td>66</td>
<td>82%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Machans Beach State School caters for the learning needs of students from Prep to Year 7, in multi-aged learning environments. Our school values a multicultural student cohort inclusive of approximately 32% Aboriginal or Torres Strait Island descent and approximately 25% from international backgrounds.

While the school population during the year can at times reflect mobility the total student enrolment remains consistent. Mobility in our location is indicative of the economic, social, cultural and emotional pressures many Australian communities are currently experiencing. In recent times there has been an increase in enrolments from outside our initial catchment area. This can be attributed to our positive marketing plan through which we hope to continue to improve the current student population of our school. Our multi-age classrooms cater explicitly for student diversity.

Whilst our school remains the smallest in the immediate Cairns area, we have become the school of choice for many families as they seek a supportive school environment which values identity, individuality and promotes potential.

The diversity of cultural backgrounds and family structures within the fabric of the school impact on many aspects of school life including communication between home and school with Languages Other than English spoken at home. The cross cultural population of Machans Beach is exciting and dynamic with different cultural family groups moving into the area with their children attending our school.

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>20</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>24</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>21.6</td>
</tr>
</tbody>
</table>
# School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>8</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Our school has an enduring focus on environmental sustainability; in addition to our daily practices. Reflecting this we were recognised as winners of the Green and Healthy, Low Carbon Qld School award for 2009 and the Spirituality and values award for green and healthy Schools in 2011. A small kitchen garden located within our school grounds enables our students to congregate and work on a common interest. Our students and staff strive to reduce their carbon footprint in many areas, encouraging others to meet this challenge.

The core values of our school are reflected through a Responsible Behaviour Plan which embeds the School Wide Positive Behaviour Support Program.

Our 5 key behaviour rules of

- Respect
- Organisation
- Cooperation
- Keep focused
- Safety

These rules form the acronym ‘R.O.C.K.S.’

Our students take pride in acknowledging that their school “ROCKS!”.

‘Respecting Ourselves and Caring for Others’ is our school motto.


Our multi-aged classes and our direct teaching programs allow us to cater for individual levels of achievement as students are streamed across the school.

Machans Beach State School’s overriding values of identity and self-concept personalize the curriculum to the learning needs of the children. Intrinsically and extrinsically, we acknowledge the importance of linking these values to successful outcomes for children in their learning. We aim to provide a quality school program that meets the student’s diverse needs. To achieve this we extend and develop parent partnerships in the school. We endeavour to ensure that every student reaches his or her potential in physical, social, emotional and moral development. Throughout the curriculum the attributes of life long learners are interwoven.

Extra curricula activities

- Leadership camps at Holloways Beach Environment Centre.
- ‘Obstathon’ – an annual event which not only increases individual fitness and wellbeing, but encourages parents to participate, while raising funds for specific projects run by the student council.
- Students Council charity events – including fundraising activities: Canteen – bandana day, Jeans for Genes, Disaster Relief fund raising, Red clothes for Daniel Day,
- SEAT – Spinal Educational Awareness Team.
- Environmental projects –Sustainable energy program with the focus of reducing the school’s carbon footprint. Parents were encouraged to take up the challenge with students becoming the mentors for their parents,
- Queensland Day – on the beach.
- Year 6/7 camp – Tinaroo Dam Environment Centre.
- Community Disco - End of NAPLAN Disco and the annual Halloween disco organised by the Student Council.
- Community and school BBQs, Lunches and breakfasts.

2011 School Annual Report
Our school at a glance

- Student Council activities which support charities, the school, the community and the environment.
- NAIDOC Week.
- Science on the Oval – the activity promotes science as educational, hands on and fun. It is a coordinated by Whitfield State School and James Cook University.
- Under Eights’ Day – celebrating being Under 8 years of age.
- Prep Open Day – promotion of our Prep program and an opportunity for potential families to join our school community.
- Basketball and football teams comprised of students in years 5, 6 and 7. Students participate and train out of school hours, and then compete against other schools.
- Education week – celebrating our school as a great place to learn.
- ANZAC Day.
- World Teachers Day.
- World Teacher Aides Day.
- World Cleaner’s Day
- World Volunteers’ Day
- Class excursions applicable to curriculum units of work
- Whole school art exhibition to raise money for the World Wildlife Fund – an annual event where every student has the opportunity to showcase their Art, and parents have an opportunity to purchase it. In 2011 the exhibition was held in our new resource centre, giving parents and opportunity to have a look at the new building which had not yet been officially opened.
- Combined sports day with Yorkey’s Knob State School – this provides opportunities for networking with other schools and to raise the competitive standards amongst students. This activity helps to build team spirit amongst the whole school population.
- Reef Guardian project.
- Community breakfast for International Breakfast Day.
- Christmas concert – also held in the new Information Resource Centre. Students had an opportunity to show case: singing, dancing and poetry to the parents.
- Year 7 end of year celebration as a conclusion to their time in primary school and acknowledgement of their start of the new journey they will make into high school the following year. In 2010 students attended a function at Sizzlers.

How Information and Communication Technologies are used to assist learning

- Computer to student ratio is 1:5 for years Prep to 7.
- Students have access to iMac computers in their classrooms as well as 10 PC’s
- Each teacher has received a Laptop under the Laptops for Teachers’ program.
- ICT components of the curriculum are integrated into all units of work. These activities extend beyond word processing and Internet research. Activities incorporate the elements of design processes by creating and interacting with all forms of technology.
- Students also used online learning activities to enhance the Teaching/Learning cycle.
- Teachers also use “Black Board” on the Learning Place for digital homework.

Social climate

Enrolments at Machans Beach State School fluctuate during the year, however historically the total enrolment numbers by trend remain constant. There remains a solid core of permanent students. Of the fluctuating enrolments these are characterised by a small degree of mobility between Machans Beach State School and other schools in the Cairns area while the majority of our mobile students have moved...
Our school at a glance

interstate or internationally.

Machans Beach community, associated organisations and businesses are all very supportive of their school and students. Community members and students (both primary and secondary) feel welcome and valued at Machans Beach State School.

INDICATIONS OF THIS ARE:

- Parent willingness to join with school personnel to solve student issues and create school goals.
- Students arriving at school at 7.15am, and many community members and students (including high school and young adults) utilizing school grounds for recreational purposes until 6.30pm.
- The core values of our school are reflected through a Responsible Behaviour Plan which embeds the School Wide Positive Behaviour Support Program. Our 5 key behaviour rules of Respect, Organisation, Cooperation, Keep focused and Safety, act as an acronym spelling ‘R.O.C.K.S.’ Our students take pride in being able to acknowledge their school as a ‘Great little school’ which R.O.C.K.S!’.
- Respecting Ourselves and Caring for Others’ is our school motto. Our school Uniform carries this quote as a reminder about what the expected behaviour is at our school.
- Our strong behaviour support program (SWPBS) ensures that we have a focus on promoting and modelling positive student behaviour with clear expectations resulting in a . This program is also supported by our Focus 40 program.
- Bullying issues are dealt with as they are reported. The severity of the bullying is dealt with under the schools Responsible Behaviour Management Plan and Education Queensland’s expectations.
- Parents and students are encouraged to report incidents of bullying so that the school can take a proactive stance.

Parent, student and teacher satisfaction with the school

The % of students who are satisfied that they are getting a good education has increased from the previous year. The school takes all data into account when developing improvement plans. While we are small school, with a small percentage of the population surveyed, we feel that our data may not always accurately reflect the current climate of our school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>77%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>81%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>89%</td>
</tr>
</tbody>
</table>
Involving parents in their child’s education

Parents are encouraged to play an active role in their child/ren’s educational development. This includes activities such as:

- Parents supporting and volunteering for our reading programs
- Ready Reader program as part of the Flying Start initiative
- Group work in classrooms – parents support staff with small group activities, excursions,
- Participating actively in the P&C
- Contributing to our NAIDOC committee
- Utilising and involving parents in areas where they are skilled – the Arts: including dance, drama, visual arts
- Parents assisting with fund raising activities – community BBQ’s, cake stalls and other whole school activities such as discos, Annual Art competition, Harmony day, Queensland day to name a few.
- Parents are encouraged to support our school through a personal contact approach, newsletters and flyers, and upon enrolling students and as part of our open door policy. Uplifting articles explain the positive effects of parent involvement with individual student outcomes

Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

Our school has an enduring focus on environmental sustainability; in addition to our daily practices, we were recognised as winners of the Green and Healthy, Low Carbon Qld School award for 2009. A small vegetable garden has been developed within the school grounds to replace the large permaculture garden which used to exist in our school. Classes also access this garden and utilize produce as part of the Health and Nutrition program. Our students and staff strive to reduce their carbon footprint in many areas, encouraging others to meet this challenge.

Each year our students participate in the following activities, all of which promote a consciousness and raise an awareness about the importance of caring and respecting our environment:

- Earth Hour
- Environmental Art competition
- Water Wise programs in classrooms
- In term three it is a requirement that each class focuses on Sustainability as a unit of work. This may be a unit on an endangered species, our back yard habitat or solar and alternate energy etc.

Further to this:

- Each year we hold an annual environmental art competition where all money raised is donated to the World Wildlife Fund.
- We have solar power on one of our buildings and energy usage can be monitored through the solar.net website.
Our school at a glance

• We participate in “Walk to School” day – to raise awareness of the joy in utilizing alternate transportation.
• We have an environmental award which is allocated to the class which has the least litter each week.
• We are active participants in the flat battery recycling program which our school “wins” every term by collecting the most flat batteries per capita.
• We have environmental monitors who check to see that lights and fans are turned off when a room is vacated
• 2011 saw a rise in energy costs which can be accounted to overall State power and water cost rises.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>59,776</td>
<td>584</td>
</tr>
<tr>
<td>2010</td>
<td>57,851</td>
<td>882</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>3%</td>
<td>-34%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>9</td>
<td>6</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>7</td>
<td>3</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>9</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $8453. We are fortunate to be able to access professional learning which does not always require funding by utilising expertise within staff, departmentally funded programs which are supported by the district, or by using trained and

2011 School Annual Report
experienced facilitators who are located in other school's within the cluster.

The major professional development initiatives are as follows:

- Behaviour management strategies to improve behaviour
- Raising the Bar – raising expectations to improve data
- Understanding and improving data and performance
- ITC
- Assessment and reporting
- C2C curriculum and Literacy development
- Advanced profiling
- Peer mentoring and feedback
- Instructional leadership
- Systems leadership and effective management

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

**Average staff attendance**

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2011.

**Proportion of staff retained from the previous school year**

From the end of the previous school year, 88% 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.
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.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>95%</td>
<td>93%</td>
<td>91%</td>
<td>92%</td>
<td>92%</td>
<td>94%</td>
<td>94%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

The roll at our school is marked twice a day. Parents are reminded regularly through the school’s newsletter that the school must be notified if their child is unable to attend. It is also mentioned on parade that students need to bring a note if they are going to be away or upon return – whichever is more applicable. Parents may contact the school through: a personal visit, phone calls, email, letters or text messages. Students who are absent for more than three days, without reason, are checked on by a phone call to either the parents, carer or a member on the emergency contact list if the parents are not available.

There are occasions where home visits have been done to see if the family requires assistance in any way and to encourage attendance. If the absence continues past this time a record is kept of each attempt at contact, including the time and date.

We actively articulate the “Every Day Counts” message through the newsletter, individual postcards sent home and a consistent message of attendance equals achievement.
Performance of our students

Continued absences are also dealt with by a formal letter to the family and/or a report of suspected harm if required.

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.

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

At Machans Beach State school we utilize the Closing the Gap funding to support our Indigenous students to achieve improved outcomes through:

• Encouraging improved attendance through or attendance strategy. (13.6% of our Indigenous students have an attendance rate of less than 80% as compared to an overall rate of 9.6% of all students).
• Promoting the consideration of mobility reduction which effects learning continuity (this applies to all students).
• Employing Indigenous Teacher Aides to maintain a sense of cultural identity for students, particularly those who have moved from a rural or remote setting to our school.

In general our Indigenous students perform as well as our non-indigenous students as indicated by the graphs below. Our focus is for all students to improve in each and every area. This has been addressed by specific spelling and maths mastery programs which have demonstrated and proven success in other schools but particularly in our own school, Machans Beach in the middle and upper years.