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, Canada, 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. ROCKS have been developed under the School Wide Positive Behaviour Program.

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.
All staff have a strong commitment to:
- High levels of professionalism
- High standards of Students Behaviour
- High levels of Information and Communication Technologies embedded across the curriculum

The Annual Report provides an overview of our school’s achievements during 2012 and the goals we will hope to achieve throughout 2013. Our achievements are summarised throughout this report and the hard data is presented to reflect these outcomes.

Major curriculum focus throughout 2012 were:
- Professional Development for all teachers in the Australian Curriculum for English, Mathematics and Science
- Professional Development for all teachers of P-7 in Explicit Instruction and Consolidation
- Development of school wide strategies for the teaching of numbers facts
- Implementation of a whole school spelling program, Comprehension program
- Implementation of the Spelling Mastery program for all student in Years P-7
- Implementation of the Reading Improvement for Year P-7
- The continuation of the embed School Wide Positive Behaviour Program

School progress towards its goals in 2012

Our main goals for 2012 included the following:
- Improve LITERACY and NUMERACY outcomes for all students to ensure they are confident participants in our digital world – this is evidenced by our improved NAPLAN data
- Curriculum audit – this was completed, maintained and updated throughout the year with recommendations implemented as suggested.
- Teachers are ensuring that teaching and learning are clearly identified across all Key Learning Areas
- Review of internal monitoring and systemic data and utilizing this to inform the planning/teaching/assessment cycling so that needs of the students and the curriculum are matched.
- Implement strategies for preparing students for NAPLAN 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.
- Our data for 2012 indicates that we have improved our results across both the areas of numeracy and literacy with a large percentage of students achieving Regional Targets in Reading, Spelling and numeracy as indicated by the PAT test results.
- Focus on behaviour management -
  - Continue with implementation and a dedicated focus of School Wide Positive Behaviour Support program –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 Focussed & Safety.
  - We have commenced the implemented of Functional Behaviour Analysis for students who exhibit high behavioural needs.
- 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. Staff have been 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 with a focus on Explicit and Direct teaching programs, the continued implementation of Foundational Learning Programs from P-7, and Consolidation. Data collected reflects the positive outcomes these programs are having on student outcomes.
- Improve teacher performance, capabilities and skilling across the school by implementing the Staff Follow PD recommendations as indicated by data collected through the ICT index.

Future outlook

Priority 1: Improving teaching.

- Continue implementation of the Soundway spelling for years 2-7
- Spelling mastery in term 2 – whole school streamed including Preps
- Continue implementation of the Archer and Hughes recommendations for the Explicit teaching process to improve student engagements and learning outcomes specifically of Numeracy and Literacy in all classrooms each and every day.
- NAPLAN U2B strategy – including before school classes, streaming students through literacy and numeracy in all year levels
- NAPLAN U2B strategy – including before school classes, streaming students through numeracy
- EMMS – years 4/7, JEMMS – years 2/3 term 1, moving into EMMS once JEMMS is completed
- Processes implemented to ensure high standards for curriculum, teaching and assessment are set and monitored, – regional and school targets, collection of both systemic and school based data and feedback
- Continue implementation of the QCAR Framework
- Continue Implementation of the Australian curriculum through C2C –
- Implementation of the ACARA recommendations for History
- Continue strategies that provide specific feedback about teaching practice with daily classroom walk throughs (CWT) and profiling by an external EQ staff member.

Priority 2: Refining and embedding data based decision making.

- Continue to challenge teaching practice with the outcomes of students exposed to that teaching.
- Provide PD to staff so that they broaden their understanding of school based data
- 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.
- Implement and utilize school data collection spread sheets
- Class meetings 2 x a term to discuss students’ progress in Reading/spelling/vocab and number facts
- Review school targets and benchmarks to ensure that they meet the Regional priorities
- Utilize NAPLAN data to ensure targets for U2B are achieved or exceeded.
- Utilize NAPLAN data to ensure NMS targets are achieved or exceeded.
• Review internal monitoring and systemic data

**Priority 3: Refining and embedding Planning & Accountability Systems at all leadership levels.**

• Refine the framework for a feedback culture of admin/staff, staff/staff, staff/student, student/student
• Coaching and feedback to focus on Explicit Instruction particularly on "consolidation"
• Reviewing class and school targets each term to ensure improvement agenda is met
• Embed a culture of classroom walkthroughs
• Review Developing Performance Framework and Individual Development Plans 2 x a year
• Use systemic leadership tools to enhance leadership activities

**Priority 4: Connecting parents and caregivers with their children’s learning.**

• Continue to strengthen school/community partnerships - communication, special events and open classrooms
• Implement parent and community engagement strategies through a variety of mediums which support improved student outcomes
• Expect 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 - Machans Mandates and Charter of expectations
• Continued implementation and focus on our “ROCKS” – Respect, Organisation, Cooperation, Keep Focussed & Safety
• Continue to implement the MBSS attendance strategy – newsletter, posters of the impact of non-attendance/ late arrivals etc
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2012: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>112</td>
<td>51</td>
<td>61</td>
<td>82%</td>
</tr>
<tr>
<td>2011</td>
<td>113</td>
<td>47</td>
<td>66</td>
<td>82%</td>
</tr>
<tr>
<td>2012</td>
<td>118</td>
<td>50</td>
<td>68</td>
<td>79%</td>
</tr>
</tbody>
</table>

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

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 relatively 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 will 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.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>26</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>28</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
</tbody>
</table>
Our school at a glance

School Disciplinary Absences.

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<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>

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
Our school at a glance

Extra curricula activities

- Leadership camps at Holloways Beach Environment Centre for our student leaders.
- ‘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,
- Year 6/7 camp – Mungalli Falls 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.
- Our school choir sang and the annual Queensland Association State School principals’ conference at the Hilton
- Moon Over Machans – student council stalls, individual and group performances on the main stage.
- Clean up Australia day
- Chocolate drive
- Raffle tickets for
- Friday Frozie day – student council weekly activity
- Interschool sports day at Yorkeys Knob State school
- Annual Cross country which resulted in a number of students representing the school at St Andrews and 2 representing the school at the peninsula cross country finals.
- Harmony day celebrations which were open to the school and community where our cultural differences were celebrated though a variety of activities, including a whole school shared lunch
- NAIDOC day – whole school and community celebrations to recognise the Indigenous cultural aspects of our school and community
- Annual Environmental Art exhibition which was open to the school and community. An annual event where every student has the opportunity to showcase their Art. Parents have an opportunity to purchase their child’s work.
- ANZAC day march – lead by the student leaders and followed by 25% of our other school students
- Cup Cakes for camp
- Movie night for all year levels – a fund raiser for the Student Council
- Mayors Christmas appeal – fund raiser for charity
- Total Eclipse breakfast for students and the broader community
- Prep open day - promotion of our Prep program and an opportunity for potential families to join our school community.
- World Teachers Day.
- World Teacher Aides Day.
- World Cleaner’s Day
- World Volunteers’ Day
- 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.

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
Our school at a glance

creating and interacting with all forms of technology.

- Students also used online learning activities to enhance the Teaching/Learning cycle.
- Networked computers in every classroom
- Teachers also use the Learning Place and study ladder for digital homework.
- Interactive White Boards were installed in each classroom in 2012. This has enhanced our consolidation lessons, access to online resources including the C2C units of work
- Students eagerly access library computers before school and at lunch time

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 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 well after school hours.
- 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. 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 staff satisfaction with the school

The following data table provides a snapshot summary of parent, student and teacher satisfaction levels around getting a good education, the school generally together with staff access to professional development opportunities and staff morale.

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.
## Our school at a glance

**Performance measure** *(Nationally agreed items shown)*

### Percentage of parents/caregivers who agree that:

<table>
<thead>
<tr>
<th>Item</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>95.8%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>91.7%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>95.8%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>87.5%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>95.8%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>87.5%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>91.7%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>95.7%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>95.7%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>91.7%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>87.5%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>91.7%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>91.3%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>95.8%</td>
</tr>
</tbody>
</table>

### Percentage of students who agree that:

<table>
<thead>
<tr>
<th>Item</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>96.0%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>88.0%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>92.0%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>96.0%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>95.8%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>92.0%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>80.0%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously*</td>
<td>88.0%</td>
</tr>
</tbody>
</table>
Our school at a glance

<table>
<thead>
<tr>
<th>Student behaviour</th>
<th>83.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Their school looks for ways to improve</td>
<td>100.0%</td>
</tr>
<tr>
<td>Their school is well maintained</td>
<td>92.0%</td>
</tr>
<tr>
<td>Their school gives them opportunities to do interesting things</td>
<td>91.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance measure (Nationally agreed items shown*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of school staff who agree:</td>
</tr>
<tr>
<td>2012*</td>
</tr>
<tr>
<td>That they have good access to quality professional development</td>
</tr>
<tr>
<td>With the individual staff morale items</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.
Involving parents in their child’s education

We value the participation of parents in all aspects of our school. Through this partnership we journey together towards the achievement of our vision. Parents are also encouraged to be partners in their child’s education through:

- class involvement
- as voluntary teacher aides
- by attending Curriculum celebration and sharing sessions
- providing voluntary support and supervision on class excursions
- by attending sporting and cultural events.
- Classroom reading, numeracy and art activities,
- Parent Information Evenings,
- Parent–Teacher interviews,
- Membership of our Parents and Citizens Association which meets monthly. Membership in sub committees such as our fund raising committee.
- Parents supporting and volunteering for our reading programs
- 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.

The P&C has an increasingly complex role within the school assisting with policy development and implementation as well as fundraising for special projects. Parents are also most welcome to come along as volunteers in the classroom, assisting with reading, attending excursions and generally helping out. The tuckshop is also has parent volunteers to assist in the preparation of nutritious food for student lunches and snacks.

Parents and caregivers anticipate a well-disciplined, well organised learning environment, catering for the needs of their children. All members of the school community are provided with opportunities to participate and contribute.

Current information about our school is communicated through the following means: Parents and Citizens Association, information sessions, school newsletter, school website, assemblies, class newsletters, open days/evenings, Education Week activities, parent/teacher interviews, 3 way conferences, parent workshops & informal regular contact.
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

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.
- 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

2012 saw a rise in energy costs which can be accounted to overall State power and water cost rises. We also have had an additional building on the school grounds which was built as part of the BER Government project. Our energy consumption has increased as a result of this extra building.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>57,851</td>
<td>882</td>
</tr>
<tr>
<td>2010-2011</td>
<td>59,776</td>
<td>584</td>
</tr>
<tr>
<td>2011-2012</td>
<td>64,960</td>
<td>1,434</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>11</td>
<td>7</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>7.1</td>
<td>4.5</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers Double click anywhere in either of the first two columns below; a spreadsheet appears. Based on your records, enter the numbers for your school for teachers with the corresponding highest level of qualification, check that the total matches the total teaching staff above, and then click outside the spreadsheet to return to the word template. (NB: the figures inserted below are examples only, not your school’s actual figures. The Department of Education, Training and Employment does not collect a teacher qualifications record on an annual basis).

<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>5</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 2012 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
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
- Understanding and improving data and performance
- ITC
- Assessment and reporting
- C2C curriculum and Literacy, Numeracy and Science 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 2012 was 100 %.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>97.9%</td>
<td>97.9%</td>
<td>95.3%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 97.2% of staff was retained by the school for the entire 2012 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/](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

The overall attendance rate for the students at this school (shown as a percentage).

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>94%</td>
<td>92%</td>
<td>93%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
<td>96%</td>
<td>93%</td>
<td>96%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>91%</td>
<td>96%</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td>95%</td>
<td>91%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 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.

Non-attendance is managed by carefully managed by staff and Principal. Students who are absent for 3 consecutive days or more are contacted by phone by the Principal. Information is readily available in the school newsletters and attendance graphs are also published. Parents are regularly reminded that our minimum school target is 95% attendance for each child as “Everyday Counts.”

The “Everyday Counts” brochure is also published and distributed regularly. We actively articulate the “Every Day Counts” message through the newsletter, individual postcards sent home and a consistent message of attendance equals achievement. Students who are absent without reasonable excuse for more than 10 days are receive letters through registered post if contact has not been made through email or phone calls

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.
Performance of our students

Classes each have an attendance chain in their classrooms. When this reaches the floor, students are rewarded with a class negotiated activity – extra game of sport, or computer time.

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 Machans Beach particularly in the middle and upper years.