



Machans Beach State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Machans Beach State School, established in 1952, is located in the beachside community of Machans Beach. Although near to the heart of the city, Machans Beach is a separate, distinct and unique community of choice. Our school is the smallest in the immediate Cairns area, and 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 supportive learning environment, achieve their individual potential, and participate in our strong community. Machans Beach State School values:

- Student social and emotional well-being
- Academic Performance
- High Expectations

At Machans Beach State School we respect diversity and empower children to become self-directed learners and valuable members of society. Our teachers engage a diverse range of students through hands-on, intellectually challenging learning experiences which aim for each child to reach their full potential. Our collaborative learning environment ensures provision of purposeful learning opportunities which develop the social, emotional, intellectual and physical domains. Our vision is brought to life within our school community each day by a team of dedicated, caring and professional staff who are constantly striving to enhance their skills in order to cater to the diverse needs of our learners.

Our pro-active focus on successful curriculum delivery based on student interests, combined with strong community links, and our knowledge and appreciation of each individual, affords each Machans Beach State School student every possible opportunity to succeed.

Principal's Foreword

Introduction

This report outlines aspects of our school's progress, and highlights our achievements as it relates to 2017, and provides an overview of our priorities for 2018. It outlines our progress towards goals, future outlook, enrolment figures, class sizes, school disciplinary absences and staff qualifications. It also contains information pertaining to the School Opinion Surveys and how our Year 3 and 5 students performed in NAPLAN.

School Progress towards its goals in 2017

Key Priorities for 2017	Progress towards completion
<p>1. <u>Systematic curriculum delivery</u></p> <ul style="list-style-type: none">▪ Fully implement the school-wide Reading Program and develop school-based resources to support the teaching of reading▪ Introduce a variety of extension programs aimed at extending our high performing students in Literacy and Numeracy.	<p>All staff engaged in the development of our own School Improvement Cycle which we used to then collaboratively develop our Reading Program. This was fully implemented by the end of 2017 and reading data is already showing significant gains due to this implementation.</p> <p>A variety of extension programs were introduced to cater for our high performing students, including Critical Thinking, Creative Writing, Maths Olympiad Challenges and Maths extension programs for Yr 2 and 4.</p>
<p>2. <u>Analysis and discussion of data</u></p> <ul style="list-style-type: none">▪ Develop and extend data analysis skills across the school	<p>Individual data analysis meetings held at the beginning of each term to review student progress and identify students for extension and intervention programs. Collaborative data meetings held at the end of each term to analyse whole school data and to share build staff capacity by sharing of high yield strategies.</p>
<p>3. <u>Building a culture that promotes learning</u></p> <ul style="list-style-type: none">▪ Maintain a strong focus on student attendance▪ Introduce an Instrumental Music Program	<p>Significant gains were made in student attendance data from the beginning to end of 2017, result in our school attendance target being raised from 90% to 92% with the goal of raising it to 95% by the end of 2018.</p> <p>An Instrumental Music program was introduced with students from Yr 2 to Yr 6 being provided with the opportunity to learn a stringed instrument.</p>

Future Outlook

Our 2018 School Improvement Priorities include:

1. Development of a Whole School Numeracy Program using our School Improvement Cycle
2. Introduction of Age Appropriate Pedagogies with a focus on providing engaging, hands-on learning experiences
3. Reviewing and refining current curriculum planning processes and the development of school English units

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	62	30	32	34	67%
2016	66	29	37	33	82%
2017	119	50	69	38	88%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Our school values a multicultural cohort including around 32% of students of Aboriginal or Torres Strait Island descent and approximately 10% of students from international backgrounds. Due to a wide range of backgrounds and needs our school has a fantastic culture of inclusivity and high academic and social expectations. This year saw the implementation of an Enrolment Management Plan due to significant enrolment growth. The ICSEA (index of community socio-educational advantage) factor for our school is 936 which is below the average of 1000.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	15	19	24
Year 4 – Year 6	16	26	28
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

We deliver units based on the Australian Curriculum in the Key Learning Areas of English, Maths, Science, Technology, Geography, History, The Arts, Languages Other Than English (Mandarin) and Health and Physical Education. 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.

In addition to these Key Learning Areas, we also offer:

- Reading Intervention Programs
- Mathematics Extension Programs
- Student Leadership conference and camp
- Student Representative Council
- Instrumental Music Years 2 – 6 (Violin, Cello, Viola)
- School Choir
- Guitar Program

- Yoga classes
- Futsal Program and participation in the FNQ School Futsal Titles
- Athletics Carnival
- Cross Country
- Swimming Program
- Religious Instruction

Co-curricular Activities

Extra-Curricular activities include:

- Celebration of Learning days
- Reader's Cup Challenge
- Excursions
- Fire Education Program (Year 1)
- Bravehearts (P – 3)
- Class Camps (Yr 5 and 6)
- Participation in NAIDOC activities
- Participation in school Anzac ceremony and Stratford Anzac March
- Under 8's Day
- Eisteddfod
- Discos
- Movie Nights
- Arts Council Performances

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 every classroom and are used for the delivery of 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, with a strong focus on student's social and emotional well-being. A Guidance Officer visits our school each week and is available to support students, parents and staff in a variety of ways. Staff ensure that they foster positive, productive relationships with both students and parents.

We pride ourselves on the excellent standards of behaviour displayed by our students. We have a zero tolerance to bullying and our students have expressed that they feel comfortable to talk to an adult if they feel unsafe. The regular positive feedback from both parents and visitors regarding our excellent student behaviour and lack of bullying is a great source of pride for our staff and is reflected in our fantastic School Opinion Survey results for both 2016 and 2017.

We are a School Wide Positive Behaviour School, in which social skills are explicitly taught and modelled. We find that by focussing on acknowledging positive behaviour, negative behaviour is dramatically reduced. 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:	2015	2016	2017
their child is getting a good education at school (S2016)	DW	100%	100%
this is a good school (S2035)	DW	100%	100%
their child likes being at this school* (S2001)	DW	100%	100%
their child feels safe at this school* (S2002)	DW	100%	100%
their child's learning needs are being met at this school* (S2003)	DW	100%	100%
their child is making good progress at this school* (S2004)	DW	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
teachers at this school motivate their child to learn* (S2007)	DW	100%	100%
teachers at this school treat students fairly* (S2008)	DW	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%
this school works with them to support their child's learning* (S2010)	DW	100%	100%
this school takes parents' opinions seriously* (S2011)	DW	100%	100%
student behaviour is well managed at this school* (S2012)	DW	100%	100%
this school looks for ways to improve* (S2013)	DW	100%	100%
this school is well maintained* (S2014)	DW	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	100%	100%
they like being at their school* (S2036)	94%	100%	92%
they feel safe at their school* (S2037)	94%	100%	89%
their teachers motivate them to learn* (S2038)	97%	100%	95%
their teachers expect them to do their best* (S2039)	94%	94%	97%
their teachers provide them with useful feedback about their school work* (S2040)	94%	94%	97%
teachers treat students fairly at their school* (S2041)	88%	94%	84%
they can talk to their teachers about their concerns* (S2042)	94%	89%	94%
their school takes students' opinions seriously* (S2043)	94%	89%	78%
student behaviour is well managed at their school* (S2044)	84%	78%	85%
their school looks for ways to improve* (S2045)	97%	94%	88%
their school is well maintained* (S2046)	94%	100%	97%
their school gives them opportunities to do interesting things* (S2047)	94%	82%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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)	83%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	100%
students are encouraged to do their best at their school (S2072)	83%	100%	100%
students are treated fairly at their school (S2073)	83%	100%	100%
student behaviour is well managed at their school (S2074)	83%	100%	100%
staff are well supported at their school (S2075)	83%	90%	100%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
their school takes staff opinions seriously (S2076)	83%	100%	100%
their school looks for ways to improve (S2077)	83%	100%	100%
their school is well maintained (S2078)	83%	100%	100%
their school gives them opportunities to do interesting things (S2079)	67%	90%	92%

* 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's education and strongly believe that students are more likely to achieve to their full potential when their parents are involved and engaged with our school and their child's learning. We encourage feedback about our school and welcome suggestions from parents and community members.

Parents are encouraged to become involved through assisting with:

- Parents and Citizens' Association
- Classroom reading rotations
- NAIDOC Celebrations
- Tuckshop
- Sports Days, Discos and other special events
- School camps and excursions
- 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 programs that focus on appropriate, respectful, equitable and healthy relationships.

We have 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. Protective behaviours are reinforced through an annual 'Bravehearts' visit to P-3 students. Teachers are trained annually to be able to identify and appropriately respond to student suspected abuse.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	11	7	14
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	62,169	874
2015-2016	65,738	402
2016-2017	107,211	3,944

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	8	6	<5
Full-time Equivalent	6	4	<5

Qualification of all teachers

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

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Diploma	
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 2017 were \$6363.65.

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
- Early Start Training
- Reading PD
- Goal Setting
- Reading Assessment

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 100% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	87%	86%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	81%	90%

*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 2017 for all Queensland Primary schools was 93%.

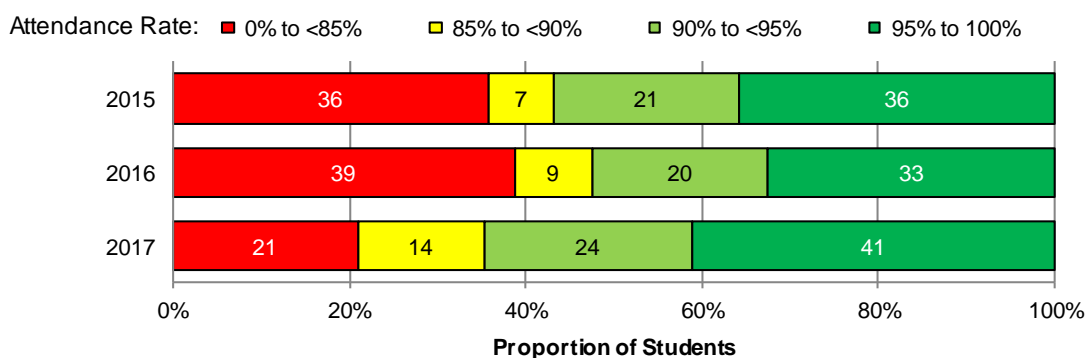
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	85%	88%	91%	92%	85%	82%	89%						
2016	85%	83%	90%	88%	90%	83%	82%						
2017	93%	89%	90%	96%	89%	92%	90%						

*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 Department of Education 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.

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.

Key strategies that are being used to increase attendance are:

- Electronic roll marking twice per day
- Text notification system that notifies parents when their child is absent
- Regular recognition and celebration of high attendance on assemblies and in school newsletters
- 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

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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.