

Hayman Island State School (1060)

Queensland State School Reporting

2012 School Annual Report



Postal address	Postal Service Hayman Island 4801
Phone	(07) 4940 1978
Fax	(07) 4946 9686
Email	the.principal@haymissclass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	The Principal

Principal's foreword

Introduction

Hayman Island is as unique as any other remote school. The quality of learning is of a high standard and teachers are continually developing their own profession as well as learning experiences and programs to keep it that way. This report captures the school's efforts to ensure that it:

- meet the different needs of all students.
- continue to "raise the bar" of educational attainment, keeping abreast of changes in department curriculum and policy
- create a safe, tolerant and disciplined learning environment.
- prepare students to be active, confident, healthy and reflective members of society

This report will outline our continued progress towards these aims.

School progress towards its goals in 2012

School Curriculum		
School Priorities	Actions	Progress
<ul style="list-style-type: none"> • Implement C2C in English, Maths and Science • SEMP creation 	Access C2C documents and use as curriculum in school Work with Paluma EEC to create a SEMP Organise C2C multilevel resources to provide the framework for quality and consistent assessment and planning.	<ul style="list-style-type: none"> • C2C has been implemented across all year levels using multilevel units. • Resources such as learning objects and online books have been accessed and used • SEMP created and implemented
Key priorities from School Plan <ul style="list-style-type: none"> • Raise bar on student achievement Greener School 	Revitalise school-wide assessment and monitoring schedule indicators and targets with Professional Learning Circle	<ul style="list-style-type: none"> • New raised garden herb bed • Students planting trees for tree day in partnership with island gardeners
System priorities Implement Australian Curriculum Develop whole-school curriculum, assessment and reporting plan Core Learning Priorities Language & Literacy: Reading, writing, spelling, grammar, punctuation Numeracy Science Retention, attainment and grade 7 transitions	Use SEMP to imbed real life science learning into the curriculum Identify and use available coaching, mentoring and professional development in the implementation of C2C and OneSchool planning	<ul style="list-style-type: none"> • AC implemented via C2C multilevel units. • Latest version (v5) consulted during implementation and assessment • C2C school-wide reporting plan accessed. Yet to be implemented • SEMP accessed where appropriate in C2C science. • Consultation with Karen Anderson PEAC, Robert Mitchell (Principal Coach) • Participation in Professional Learning Circle, Local cluster.

Queensland State School Reporting

2012 School Annual Report



Closing the gap actions: Literacy & Numeracy Attendance & retention Student engagement		
---	--	--

School Priorities	Teaching Practice actions	Progress
<p>Promote school commitment to high expectations in all areas of school life Analyse and use data to provide individual learning plans for students</p> <p>Key priorities from School Plan Raise bar on student achievement Greener School</p> <p>System priorities Implement Australian Curriculum Develop whole-school curriculum, assessment and reporting plan</p> <p>Core Learning Priorities Language & Literacy: Reading, writing, spelling, grammar, punctuation Numeracy Science Retention, attainment and grade 7 transitions Closing the gap actions: Literacy & Numeracy Attendance & retention Student engagement</p>	<p>Examine individual student data to direct the formation of individual Learning Plans- small student numbers ensure that differentiation is built into these plans.</p> <p>Use established moderation processes to guide teaching practice with professional learning group.</p> <p>Demonstrate high expectations of students and use quality pedagogical practices</p> <p>Provide mentoring and coaching to other classroom teacher and provide feedback through performance plans, formal and informal conversations, particularly in the areas of reading, writing, spelling and maths.</p> <p>Encourage staff members to seek out face to face and online professional development courses to increase knowledge base in specific subject areas.</p> <p>Use established cluster network and professional learning group to access mentoring and coaching.</p> <p>Establish a process (including a review phase) where students record personal goals in reading and maths</p>	<ul style="list-style-type: none"> After PLC, action modified to track student result data in 5 week cycle with parent consultation. As well as moderating between teachers, we are part of an online e-illuminate session with our cluster. Pedagogical framework being created with cluster to improve pedagogy Through creation of a short term data cycle in spelling, students are learning to set goals. The aim is that their own goals will command a high expectation New teacher has had some coaching in literacy, and will receive more under new principal. Relevant online and other professional courses are regularly highlighted and emailed to other teacher. Aiming for this to follow on from reflective practices implemented in spelling.

School Priorities	Principal Leadership and School capability actions	progress
<p>Key priorities from School Plan Expert teaching team Raise bar on student achievement</p> <p>System priorities Implement Australian Curriculum Develop whole-school curriculum, assessment and reporting plan</p> <p>Core Learning Priorities Language & Literacy: Reading, writing, spelling, grammar, punctuation Numeracy Science Retention, attainment and grade 7 transitions Closing the gap actions: Literacy & Numeracy Attendance & retention Student engagement Community partnerships</p>	<p>Use the comments from School Audit to drive focus on improvement</p> <p>Continued engagement in the Principal Performance Development Plan to inform professional development and improvement</p> <p>Implement the process to work with teachers, teacher aides, cleaner and administrative staff to develop Performance Frameworks</p> <p>Initiate and lead the drive for improvement by setting high personal and professional standards, always looking for improved practices in teaching and learning and by setting the tone for a safe supportive and inclusive disciplined classroom.</p> <p>Seek advice, guidance and mentoring from both established cluster principal's network, ARD and Professional Learning Community</p>	<ul style="list-style-type: none"> Regular consultations around the Principal Performance Development Plan with mentors Weekly staff meetings that set tone for school and encourage professional learning. Learning from other teaching principals, mentors and ARD. Formally, through professional meetings and PLC and informally through meetings, emails and discussions to develop practice. Encouraging student responsibility through leadership and teamwork activities.

School priorities	School and Community Partnerships actions	Progress
<p>Key Priorities from the School Plan Sustainable stable enrolment</p> <p>Core learning priorities: Retention, attainment and grade 7 transitions Closing the gap actions</p> <ul style="list-style-type: none"> Literacy Numeracy Student engagement Attendance & retention Community partnerships 	<p>Implement and communicate the Every Day Counts initiative to parents via newsletters and P&C meetings</p> <p>Sustain stable enrolments by working with resort to ensure they are informed of the quality programs being run by the school, and they are able to direct future staff members to the school website</p> <p>Consult with the creators of the Hayman Island Website to include a link to the school website to promote the school.</p> <p>Investigate options for providing kindergarten experience for four year olds on the island</p>	<ul style="list-style-type: none"> Have communicated weekly progress of programs and learning in Newsletter, as well as informal meetings with members of the school community

Queensland State School Reporting

2012 School Annual Report



	Support and assist the resort in seeking funding to provide activities for school aged staff children outside of school hours	
	Planned meetings with Resort General Manager, P&C President and school principal twice a term.	
Greener School		
School Priorities	Actions	Progress
Greener school	Establish a vegetable garden Complete plumbing for rainwater tanks Purchase solar assisted golf buggy	<ul style="list-style-type: none"> • Raised garden bed established with herbs • Plumbing completed for rainwater tanks • Solar assisted golf buggy purchased and running.

Future outlook

Relevant Regional Priorities

Improved reading results

Raise attendance

Transition of year 7 to high school

Pedagogical Framework - Explicit Instruction

Learning and Wellbeing Framework - *KidsMatter* program

Parent and Community Engagement Framework - reinvigorate school and community partnerships

Short Term Data Cycles

Assessment and Reporting

School Priorities

Develop School Pedagogical Framework – **Expert teaching team*

Implement Australian Curriculum History – **Expert teaching team, student achievement*

Focus on reading strategies to have 50% of students in Upper 2 Bands in reading – **Student achievement*

Rebuild website – **Enrolment sustainability*

**from Quadrennial School review 2011-2014*

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:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	9	3	6	89%
2011	8	3	5	40%
2012	10	4	6	71%

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

Characteristics of the student body:

For a small group of students, Hayman island is a very diverse and interesting cohort. Represented in our student body are children from a range of socio economic strata, and a variety of ethnic and cultural backgrounds.

Several are new Australians from the Philippines with only one of these students a new English speaker. Some identify as Australian, while others have Thai background. Others still have done the majority of their study so far in an international school setting. As well, one of our students is from New Zealand and has a strong and proud Maori background. The students' parents are all workers in the resort, either as chefs, or middle and upper management. The only population not represented is Indigenous Australia. This mix is what makes the school so unique; although we are but an hour ferry ride from the mainland, our student population is very different in background and experience to mainstream schools in the Whitsunday Region.

Although the average time for staff to live on the island is around 2-3 years, at least one student has been here for 5 years. The newest student began at the beginning of the year. Our school can be highly transitory. 3 students left at the end of first term. This makes long term planning problematic when it is based on long term data such as NAPLAN, as any change in such a small group has a significant effect in results from year to year. For example, the students who sat the grade 5 test two years ago are all gone. Also, in order to continue to secondary education, students must commute to the mainland. Several families have relocated as a result of this.

There are two main benefits with such a small group. The first is that teachers can attend to individuals more, and learning can be tailored to fit their specific needs more effectively. Many mainstream teachers would be envious of this quality one on one time because they could further progress students. Secondly, students generally get along. The group has a more family ethos, with students able to help each other, older students clearly demonstrating leadership and good role modeling to younger students and, on a good day, everyone is included. When we come to write our Parent and Community Framework, this will be one of the strengths we anchor to.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	9	5	6
Year 4 – Year 10	N	5	6
Year 11 – Year 12	N/A	N/A	N/A

School Disciplinary Absences

Our school at a glance

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Hayman Island SS uses integrated units to deliver a range of subject areas (SOSE, Science and Literacy). The units are used across the whole school with outcome expectations matched to year levels.

The school is preparing itself to deliver the new Australian curriculum in English, Maths and Science in 2012.

Students participate in a 15 minute daily Body Blast session in addition to regular PE lessons. Student participate in two 45 minute swimming lessons per week in terms 1 and 4.

- School camps
- CSIRO's Online Science program (Murder Under the Microscope)
- Reef Guardian School
- Annual school community celebration trip to Great Barrier Reef
- Arts Council performances on Hamilton Island
- Japanese lessons (Yr6-7)
- Athletics and swimming carnivals on mainland
- Annual 'spectacular' end of year performance
- Annual school DVD
- Music program and school band.

Extra curricular activities

- Chess tournaments in Mackay
- Jump Rope for Heart
- Regular fundraisers for school and community
- Participation in local Hayman events such as the Hayman Hill Challenge (Go Cart Race)

How Information and Communication Technologies are used to assist learning

Information and Communication Technologies are used to assist learning at Hayman Island State School through its healthy position in regard to student to computer ratio of 1:1, with students accessing school laptops. The laptops are very portable and make it easier to move from group work to working as an individual.

Students use the computers on a daily basis to access information, publish written work and to display and manipulate information. The school has wireless access to the internet in all areas.

Our school at a glance

Students used a wide range of programs such as Picture Story, 2Animate, Braintastic, Excel, PowerPoint and Word.

Students also use online computer programs such as and Literacy Planet to improve and practice maths and reading skills.

This term due to the prevalence of iDevices by students outside of the classroom, the teaching body has considered the purchase of iDevices in class.

Social climate

Currently, through our pastoral care program, we access a worker from the PCYC. Kerry Brown works on students in the confines of the Health Syllabus. Although it does not seem that we have a bullying problem, the school has taken proactive steps to address this and any other negative social behaviours by adopting the 'KidsMatter' positive education program. This will also meet some of the goals of the Parent and Community Framework.

As teachers we stress the importance of community in living on an island. It is a safe assumption to make that parents encourage this in their students as well. Generally speaking, encouraging positive behaviour between students, as well as the 'family' ethos of the class give this school a fairly positive social climate.

Parent, student and staff satisfaction with the school

Generally speaking, parents, students and staff have expressed a high level of satisfaction with the school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	87.5%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%

Our school at a glance

this school is well maintained* 100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	80.0%
they like being at their school*	80.0%
they feel safe at their school*	80.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	100.0%
they can talk to their teachers about their concerns*	100.0%
their school takes students' opinions seriously*	80.0%
student behaviour is well managed at their school*	60.0%
their school looks for ways to improve*	100.0%
their school is well maintained*	80.0%
their school gives them opportunities to do interesting things*	80.0%

Performance measure (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	100.0%
with the individual staff morale items	100.0%

* 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

Newsletters keep parents officially informed of educational programming and changes. P&C meetings are well attended and a very social event. This shows that parents are keen to be involved in the life of the school. As teachers we run an open door policy, which means that at anytime, parents are free to stop by the school and discuss their child's progress, or observe learning. Report card comments are written with a 'next step' view, to let parents know how students can improve and parent teacher interviews are offered with reports. It is hoped that the changes to school data reporting to a 5 week cycle will make parents more aware of their children's progress.

Informally, this is a small community. Both teachers are part of the community and where possible and appropriate, give positive feedback to parents when they speak to them.

Reducing the school's environmental footprint

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

Although Hayman Island State School is unable to get itemised data regarding their electricity and water usage, as it is all tied into the Resort's grid and water supply, reducing our environmental footprint is seen as a priority. Although our submission to have solar panels installed on the school was refused, the school buggy has been given a solar panel. It is one of the fastest on the island! Students are participating in Plant a Tree Day in 2013. Students practice recycling paper in the school, reusing scrap paper and recycling doubly used paper. Mostly students have 'nude food', though this is not universal. Finally, living on an island, students are keenly aware of the impact of plastic litter on the marine environment. It is a ubiquitous feature of their learning and informs their clean school practice.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	-	-
2010-2011	-	-
2011-2012	-	-

Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	2	3	0
Full-time equivalents	1.4	0.9	0

Qualifications of all teachers

Doctorate	0
Masters	0
Bachelor degree	2
Diploma	1
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$847.

The major professional development initiatives are as follows:

Principal Forum

Books to support the Pedagogical Framework

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012

Our staff profile

Staff attendance for permanent and temporary staff and school leaders.

100%

100%

97.2%

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 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/>.

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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	85%	94%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

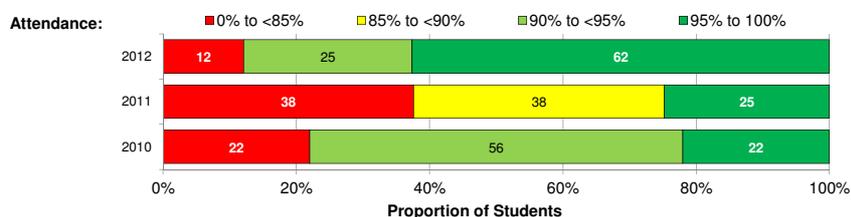
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	94%	N/A	N/A	DW	97%	94%	87%	N/A	N/A	N/A	N/A	N/A
2011	N/A	87%	DW	N/A	DW	DW	N/A	N/A	N/A	N/A	N/A	N/A
2012	DW	N/A	98%	DW	N/A	97%	DW	N/A	N/A	N/A	N/A	N/A

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.

Some absenteeism is part of remote living, and some is a consequence of students having family overseas. The roll is marked once per day by a teacher. Parents generally want their children at school as a day off for their child means a mandatory day off for them. If students need to visit the doctor or dentist, they require a mainland visit which will take a day. Some of our overseas students need to return home and can only do so at certain times. If they are to miss school, their parents usually discuss it with the teacher to ensure it has less impact on their schooling.

Parents generally notify the school at the beginning of the week if their child will be absent. The school encourages attendance by interesting programs.

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

Performance of our students

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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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 Hayman Island State School we are aware and endorse the 'Closing the Gap' strategy for Indigenous students. We currently have no Indigenous students enrolled; however we are prepared to implement any necessary provisions to support Indigenous learning outcomes