

Hayman Island State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Hayman Island State School is uniquely located on the North-eastern foreshore of the picturesque Hayman Island. This island, a national park, is in the northern section of the Whitsunday Passage about 50km from the mainland. Our remote school site, 1060, is accessible only to staff children and guests of Hayman Island Resort. The journey over to our little patch of paradise will take you 45 minutes aboard one of the resort's vessels that ferries guests, staff, contractors and departmental visitors from either Arlie Beach or Hamilton Island.

Teaching and Learning at Hayman Island State School is about ensuring a quality future for our students.

At Hayman Island State School we share the following values and beliefs:

- All students can achieve high standards, given the right amount of time and support
- All teachers can teach to high standards, given the right assistance
- High expectations and early and ongoing intervention are essential
- Teachers and administrators need to be able to articulate what they do and why they teach the way they do
- Parent and community engagement that is effectively focused on student learning is essential to improve student outcomes

This report will outline the continued progress towards these aims at Hayman Island State School in 2014

School progress towards its goals in 2014

The *key priorities for 2014* and the progress towards these goals throughout the year were as follows:

- To focus on reading* – Significant development was made throughout the year in embedding the teaching of reading at all year levels. Data was collected and significant improvement was noted for individual students.
- Raise attendance* – Given the nature of the hospitality demography of our island resort community, whereby parents may be required to travel to the mainland throughout the school week, attendance remains a challenge. It must be noted that, if "on island", student attendance is extremely high.
- Transition of year 7 to high school* – The school community continued to discuss this transition and its impact on our island community. No students were required to transition to high school
- To focus on reading strategies to have 50% of students in NAPLAN Upper Two Bands in Reading* – This was achieved.
- To embed our School Pedagogical Framework based on the Dimensions of Teaching and Learning and the Explicit Teaching Model to enhance the quality of teaching and learning.* – Teaching staff attended professional development and implemented learnings.
- To implement Australian Curriculum Geography* – Geography was introduced into the curriculum.
- To embed Australian Curriculum History* – History was embedded into the curriculum
- To promote and facilitate successful outcomes for pre-school aged children in the community* – Transition program was introduced and achieved success
- To provide opportunities for genuine sharing and collaboration between parents, staff and community* – Parent information sessions were successful and parent support for learning was evident.

Future outlook

Our key areas for improvement as defined in the School Implementation Plan for 2015 are:

- Sharpened and targeted focus on the expert teaching and learning of reading
- Embedded delivery of Australian Curriculum, teaching and assessment at year level including Geography and History
- Develop culture, strategies and documentation to further future proof the school
- Build the capacity of all staff to ensure an expert teaching team where quality teaching and learning is instructionally lead
- Embed strategies to engage parents and community in supporting children's learning from transition onwards

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2012 | 10 | 4 | 6 | 71% |
| 2013 | 9 | 2 | 7 | 54% |
| 2014 | 8 | 2 | 6 | 63% |

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

Characteristics of the student body:

The demographics predict a high number of cross cultural exposures which lends to a true sense of global harmony in the school environment. Over 50% of our students in 2014 were EADL learners with 5 nationalities represented in the student body. Of the 8 students not one had been at the school for longer than 3 years. No family of the current student body had been involved in the school for greater than 3 years.

Average class sizes

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2012 | 2013 | 2014 |
| Prep – Year 3 | 6 | 9 | 4 |
| Year 4 – Year 7 Primary | | | |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|-------|
| | 2012 | 2013 | 2014* |
| 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 |

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Hayman Island SS single year level units with the support of teaching and learning documentation and programs from the School of Distance Education

Along with many unique opportunities that arise from island resort living, the following exemplify the variety of teaching and learning opportunities throughout 2014:

- Specialist Music Program in guitar and keyboard
- Students participate in weekly swimming lessons weekly in terms 1 and 4
- Reef Guardian active involvement
- Integrated activities with Hamilton Island State School
- Under 8s Day – Proserpine State School
- A transition program for pre-prep students

Extra curricula activities

Extra curricula activities are limited on Hayman due to the difficulties in leaving the island, however, we endeavour to provide as many extra activities for the children as we possibly can. For example:

- Movie Evenings
- AFL Clinic
- Theatre performance in Proserpine
- Proserpine Show Visit
- Surf Life Saving Clinic
- Jump Rope for Heart
- Regular community gatherings and celebrations

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

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

Students used a wide range of programs and online resources such as Reading Eggs, Spellcity, Literacy Planet, CoolMaths, Mathletics, Photo Story, Excel, PowerPoint and Word.

Social Climate

Parents and students both agree that the school on Hayman Island is a wonderful place to learn. The small student population ensures that teachers are able to spend more time with the individual. The low student population and enclosed community creates a true family feeling where students feel welcomed, safe and supported.

Hayman Island is a unique community being solely reliant on the resort. All parents of the school community work for the resort. Hayman is a very safe school to attend with minimal incidents of bullying or inappropriate behaviour.

Parent, student and staff satisfaction with the school

| Performance measure | 2012 | 2013 | 2014 |
|--|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | | | |
| their child is getting a good education at school (S2016) | 100% | 100% | 100% |
| this is a good school (S2035) | 100% | 100% | 100% |
| their child likes being at this school* (S2001) | 100% | 100% | 100% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of parent/caregivers who agree# that: | 2012 | 2013 | 2014 |
| their child feels safe at this school* (S2002) | 100% | 100% | 100% |
| their child's learning needs are being met at this school* (S2003) | 88% | 100% | 100% |
| their child is making good progress at this school* (S2004) | 100% | 100% | 100% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 100% | 100% |
| teachers at this school motivate their child to learn* (S2007) | 100% | 100% | 100% |
| teachers at this school treat students fairly* (S2008) | 100% | 100% | 100% |
| they can talk to their child's teachers about their concerns* (S2009) | 100% | 100% | 100% |
| this school works with them to support their child's learning* (S2010) | 100% | 100% | 100% |
| this school takes parents' opinions seriously* (S2011) | 100% | 100% | 100% |
| student behaviour is well managed at this school* (S2012) | 100% | 100% | 100% |
| this school looks for ways to improve* (S2013) | 100% | 100% | 100% |
| this school is well maintained* (S2014) | 100% | 100% | 100% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2012 | 2013 | 2014 |
| they are getting a good education at school (S2048) | 80% | 88% | 100% |
| they like being at their school* (S2036) | 80% | 50% | 100% |
| they feel safe at their school* (S2037) | 80% | 88% | 100% |
| their teachers motivate them to learn* (S2038) | 100% | 78% | 100% |
| their teachers expect them to do their best* (S2039) | 100% | 88% | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 100% | 100% | 100% |
| teachers treat students fairly at their school* (S2041) | 100% | 100% | 100% |
| they can talk to their teachers about their concerns* (S2042) | 100% | 100% | 100% |
| their school takes students' opinions seriously* (S2043) | 80% | 100% | 100% |
| student behaviour is well managed at their school* (S2044) | 60% | 89% | 100% |
| their school looks for ways to improve* (S2045) | 100% | 83% | 100% |
| their school is well maintained* (S2046) | 80% | 88% | 100% |
| their school gives them opportunities to do interesting things* (S2047) | 80% | 86% | 100% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2012 | 2013 | 2014 |
| they enjoy working at their school (S2069) | | 100% | 100% |
| they feel that their school is a safe place in which to work (S2070) | | 100% | 100% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2012 | 2013 | 2014 |
| they receive useful feedback about their work at their school (S2071) | | 100% | 100% |
| students are encouraged to do their best at their school (S2072) | | 100% | 100% |
| students are treated fairly at their school (S2073) | | 100% | 100% |
| student behaviour is well managed at their school (S2074) | | 67% | 100% |
| staff are well supported at their school (S2075) | | 67% | 100% |
| their school takes staff opinions seriously (S2076) | | 100% | 100% |
| their school looks for ways to improve (S2077) | | 100% | 100% |
| their school is well maintained (S2078) | | 33% | 100% |
| their school gives them opportunities to do interesting things (S2079) | | 100% | 100% |

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are keen to participate in their child's education. We provide parents with the skills and knowledge to support the learning at home and embed reading practices and other learnings through our homework program. We generally have 100% attendance at P and C meeting, showing that parents want to know what is happening at school and be involved. Parents are invited to join in during special events and presentations.

Reducing the school's environmental footprint

Although Hayman Island State School is unable to get itemised data regarding their electricity and water usage, as it is all tied into the island resort grid and water supply, reducing our environmental footprint is seen as a priority. Through the National Solar Schools Program works, including the installation of fans, power-saving lighting and more water tanks, were completed to assist in reducing the school's environmental footprint. The school has a vegetable garden and five rainwater collection tanks

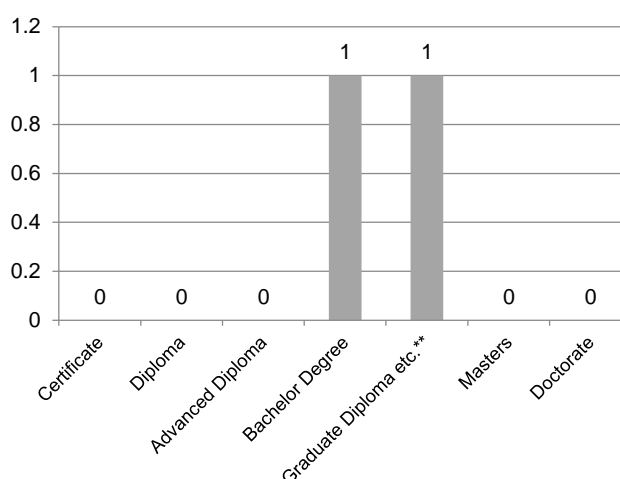
Our staff profile

Staff composition, including Indigenous staff

| 2014 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 2 | 2 | 0 |
| Full-time equivalents | 2 | 1 | 0 |

Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 0 |
| Advanced Diploma | 0 |
| Bachelor Degree | 1 |
| Graduate Diploma etc.** | 1 |
| Masters | 0 |
| Doctorate | 0 |
| Total | 2 |



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$5500

The major professional development initiatives are as follows:

- Anita Archer – Explicit Teaching
- Developing Principal Capacity Building
- Speech Language Pics Literacy Program
- First Aid

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

| Average staff attendance | 2012 | 2013 | 2014 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 97% | 99% | 96% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 33% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. 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 | 2012 | 2013 | 2014 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 94% | 93% | 94% |

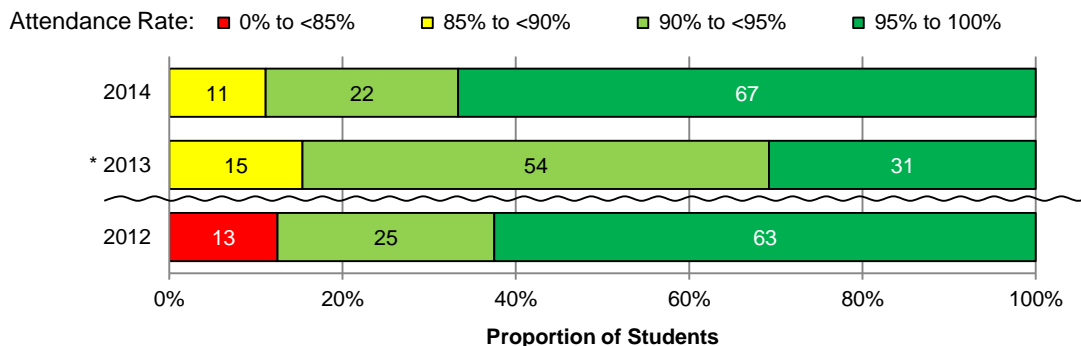
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

| 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 |
| 2012 | DW | | 98% | DW | | 97% | DW | | | | | |
| 2013 | 95% | DW | DW | 95% | DW | DW | 92% | | | | | |
| 2014 | DW | 92% | DW | 93% | 98% | DW | | | | | | |

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

Every day counts is the message passed on the parents regarding student attendance. Attendance at school is high when the students are on the island, but as the student's parents can't take holidays over school holiday, due to high occupancy at the hotel during these times, parents often take their children on holidays during term time. If this occurs students are supported in their ongoing learning.

Unexplained absences do not occur.

The roll is marked each morning and after second break.

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.

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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

There were no indigenous students enrolled in 2014