



Hayman Island State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Hayman Island State School provides a quality educational program in a remote island multiage setting for students from the Preparatory Year to Year 7. The curriculum offers children opportunities in all eight key learning areas, with a strong focus on Literacy and Numeracy. Hayman provides an excellent Information and Communication Technologies program with a 1:1 ratio of computers to students. The school is led by a teaching principal with a range of support staff and a highly supportive school community. Parents work collaboratively through a supportive Parents and Citizens Association which endeavours to assist with the educational program. The school building and land is owned by the Hayman Resort and all the parents work for Hayman. The school and the resort have an excellent partnership to provide the best opportunities for the students. Throughout the year students participate in various academic, cultural and sporting activities with students of the other small schools. The students regularly visit Hamilton Island School to join their peers in a range of activities.

Principal's Foreword

Introduction

Hayman Island State School is located in the north-eastern foreshore of Hayman Island. This island, a national park, is in the northern section of the Whitsunday Passage about 50 km from the mainland. Our remote school site is accessible only to staff children and guests of *One and Only Hayman Island* resort. The journey to Hayman Island takes 55 minutes aboard one of the resort's vessels that ferries guests, staff, contractors and departmental visitors from Airlie Beach or Hamilton Island.

At Hayman Island State School the teaching and learning is about ensuring a quality future for our students. The school provides a safe, supportive and positive learning environment for students from Prep to Year 6 and ensures that they have equitable access to the very best curriculum, teaching and learning.

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

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

This School Annual Report provides a snapshot of academic, student and staff data for Hayman Island State School for the 2016 school year and summarises our school's progress and goals over the past 12 months. It draws on information from the National Assessment Program in Literacy and Numeracy (NAPLAN) for Years 3 and 5, School Opinion Survey data and school based information. This report highlights the continuing high standard of work from our staff and students and the support offered by parents and the community.

In 2016 Great Results Guaranteed (GRG) funds were used to:

- Guarantee 100% of Early Years students achieve year level targets at or above school benchmarks in reading



- Achieve at or above the identified target of 66% of students in the Upper 2 Bands in Year 3 NAPLAN – Reading
- Provide opportunities for the lower primary students to explore local learning experiences outside of the school precinct to deepen their understanding of scientific concepts
- Build staff capacity through involvement in regional professional development opportunities.

School Progress towards its goals in 2016

Hayman Island State School remained committed to a strong school improvement agenda whilst targeting the key priorities established in the 2016 Annual Implementation Plan (AIP). These were:

- 1. Implement the Australian Curriculum**
 - a. The teaching of Curriculum into the Classroom (C2C) units in English, Mathematics, Science, History and Geography were embedded practice throughout the 2016 school year.
- 2. Improve reading, writing, numeracy and Science outcomes**
 - a. Engaged an Early Childhood Teacher on a 12 month contract to support the Teaching Principal in explicitly teaching and targeting each student's specific needs
 - b. Implemented the process of collecting and displaying student data in individual student data books
 - c. Conducted regular and ongoing conversations and feedback to students where strategies were identified and goals were revisited
 - d. Engaged in short (assessment, planning and teaching) cycles to enhance exposure, expertise, endurance and empowerment to the learning process
 - e. Continued the use of monitoring data as a tool to differentiate student learning and drive improved learning outcomes.
- 3. Build staff capacity across a range of professional standards**
 - a. Introduced the 'Classroom Observation and Feedback' process to ensure an expert teaching team where quality teaching and learning was instructionally led
 - b. Used peer observation, feedback, differentiated coaching and learning communities to improve teaching practices
 - c. Engaged in practice the learnings from *Developing a Classroom Observation and Feedback Culture* professional learning
 - d. Used the *Australian Professional Standards for Teachers (APST)* to guide capability development
 - e. Developed shared leadership with the teaching and learning team to investigate best practice in teaching, and led staff to take ownership in the use of NAPLAN and internal monitoring data.
- 4. Build productive relationships with community**
 - a. Invited community members to share their talents, learnings and experiences with the student body
 - b. Continued to host, as invited by the General Manager, the ANZAC Day dawn service.
- 5. Attainment**
 - a. Continued emphasis on the importance of 'Every Day Counts' in regards to creating a positive culture of attendance through dialogue, celebrations and communication
- 6. Transitioning from Pre-Prep to Prep and Year 6 to High School**
 - a. implemented Pre-Prep transition program during Term 4
 - b. Maintained collegiality with Proserpine State High School to implement transition program
 - c. Engaged parents to enrol their pre-school aged children in the eKindy program.

Future Outlook

Our key priorities for 2017 as defined in the Annual Implementation Plan (AIP) are:

- 1. Embed the Australian Curriculum**
 - a. Continue to embed the teaching of Curriculum into the Classroom (C2C) units in English, Mathematics, Science, History and Geography and introduce the C2C units of The Arts, Health and Physical Education and Digital Technologies
 - b. Provide five-weekly curriculum planning days for teachers to include collaborative monitoring of student achievement and moderation of student work samples against C2C Guide to Making Judgements (GTMJs).
- 2. Improve reading, writing and numeracy outcomes**
 - a. Embed *Early Levelled Reading (P-2)* and *Reading with a Literacy Focus (3-6)* programs in uninterrupted literacy blocks
 - b. Introduce whole school daily writing with a focus on vocabulary instruction
 - c. Introduce weekly library borrowing and continue with home reading focus and *Reading Eggs* subscriptions
 - d. Introduce literacy and numeracy consolidations to move student knowledge from short term to long term memory.
- 3. Develop assessment literate students**
 - a. Embed learning intentions and success criteria in every lesson,
 - b. Maintain classroom data walls with GTMJ's, know/do/think tables, unit exemplars, anchor charts and strong student work samples
 - c. Conduct regular and ongoing conversations and feedback to students to identify strategies and learning goals
 - d. Upskill teachers to effectively use data to enhance student achievement.

4. Attendance

- a. Continue emphasis on 'Everyday Counts' and use OneSchool roll marking
- b. Introduce attendance awards, rewards days and attendance data wall to encourage attendance

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	8	2	6		63%
2015*	10	3	7		55%
2016	12	3	9		60%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

The student body of Hayman Island are from families where the parents are employed by the *One and Only Hayman Island* Resort. All students reside in staff accommodation and therefore live in close proximity to each other. During 2016, 58% of our students were classified as *English as an Additional Language or Dialect* (EADL) learners with varied nationalities represented in the student body.

There are no students within our student population, who have attended the school for three years or more due to the relatively high transient student population.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	4	12	11
Year 4 – Year 7			
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery



Hayman Island State School implemented multi-age Curriculum into the Classroom (C2C) units aligned to the Australian Curriculum throughout 2016.

- Implemented English, Mathematics, Science, History and Geography C2C units
- Uninterrupted literacy block
- Specific Foundation Learning Programs to enhance our students' literacy skills - daily phonics lessons using the Speech Sound Pictures (SSP) approach
- Students used iPads or laptops to access Mathletics and Reading Eggs
- Implemented computer coding lessons

Extra curricula activities

- Habitat excursion
- Book Week excursion to Cannonvale Library
- Author visit – Gail Harvey
- Guest speaker - Marvel, Fish Master Marvellous (ecosystem focus)
- Guest speaker – Mr Alan (Hayman wallaby program)
- Under Eight's day at Proserpine SS
- Swimming lessons
- Parent reading workshop
- Mother's Day celebration
- ANZAC Day Commemorative Service

How Information and Communication Technologies are used to Assist Learning

Information and Communication Technologies are used to assist learning at Hayman Island State School with a 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, Mathletics, Scratch, Photo Story, Excel, PowerPoint and Microsoft Word.

Social Climate

Overview

At Hayman Island State School we ensure a positive and supportive school climate where strong citizenship and quality learning is a key priority for students, teachers, parents and carers. We believe that in order for students to learn effectively they need to:

Be a Proud Learner who is:

- Respectful
- Responsible
- and Safe

We complement the work done by parents at home by actively teaching these expectations in our classrooms. We use the Hi 5 resilience strategy to explicitly teach our students strategies to respond to bullying. 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 Island is a very safe school to attend with minimal incidents of bullying or inappropriate behaviour.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/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%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	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%	75%



Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	86%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	86%	100%
this school works with them to support their child's learning* (S2010)	100%	86%	100%
this school takes parents' opinions seriously* (S2011)	100%	86%	100%
student behaviour is well managed at this school* (S2012)	100%	86%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	75%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	DW
they like being at their school* (S2036)	100%	100%	DW
they feel safe at their school* (S2037)	100%	100%	DW
their teachers motivate them to learn* (S2038)	100%	100%	DW
their teachers expect them to do their best* (S2039)	100%	100%	DW
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	DW
teachers treat students fairly at their school* (S2041)	100%	100%	DW
they can talk to their teachers about their concerns* (S2042)	100%	100%	DW
their school takes students' opinions seriously* (S2043)	100%	100%	DW
student behaviour is well managed at their school* (S2044)	100%	100%	DW
their school looks for ways to improve* (S2045)	100%	100%	DW
their school is well maintained* (S2046)	100%	100%	DW
their school gives them opportunities to do interesting things* (S2047)	100%	100%	DW

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	DW	100%
they feel that their school is a safe place in which to work (S2070)	100%	DW	100%
they receive useful feedback about their work at their school (S2071)	100%	DW	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
students are encouraged to do their best at their school (S2072)	100%	DW	DW
students are treated fairly at their school (S2073)	100%	DW	DW
student behaviour is well managed at their school (S2074)	100%	DW	DW
staff are well supported at their school (S2075)	100%	DW	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school takes staff opinions seriously (S2076)	100%	DW	100%
their school looks for ways to improve (S2077)	100%	DW	100%
their school is well maintained (S2078)	100%	DW	100%
their school gives them opportunities to do interesting things (S2079)	100%	DW	DW

* 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 Hayman Island State School, we value the partnerships we have with our parents and school community. Parents and caregivers at Hayman Island expect a well-disciplined, well organised, academically rigorous and caring learning environment that caters for the learning needs of their children. Our school has implemented a range of strategies to ensure that parents are well informed and involved in our school. These include:

- Reporting to our Parents and Citizens Association each term
- Parent teacher interviews twice per year
- Parent handbook upon enrolment
- School newsletters and school website
- Parent conferences to discuss and set Individual Curriculum Plans.

Parents are also encouraged to be partners in their child's education through:

- Active membership in our Parents and Citizens Association
- Providing voluntary support and supervision on class excursions
- Support teachers in delivering extra-curricular activities in their particular area/s of expertise.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The Australian Curriculum: Health Curriculum into the Classroom units compliment these programs to focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	1	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint



Reducing the school's environmental footprint

Although Hayman Island State School is unable to obtain itemized 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. The installation of fans, power-saving lighting and additional water tanks was completed to assist in reducing the school's environmental footprint. The school currently has five rainwater collection tanks.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014		
2014-2015		
2015-2016		

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2		
Full-time Equivalents	2		

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	2
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 2016 were \$6 711.

The major professional development initiatives are as follows:

- STEM teacher symposium
- Wiring Brains - Speech Sound Pictures (SSP)
- Age appropriate pedagogies
- School budget training
- Peer review training
- Teacher resilience and wellbeing
- Professional Learning Communities (PLC) meetings
- Principal's conference and learning fair

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	99%	98%

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 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).			

*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 2016 for all Queensland Primary schools was 93%.

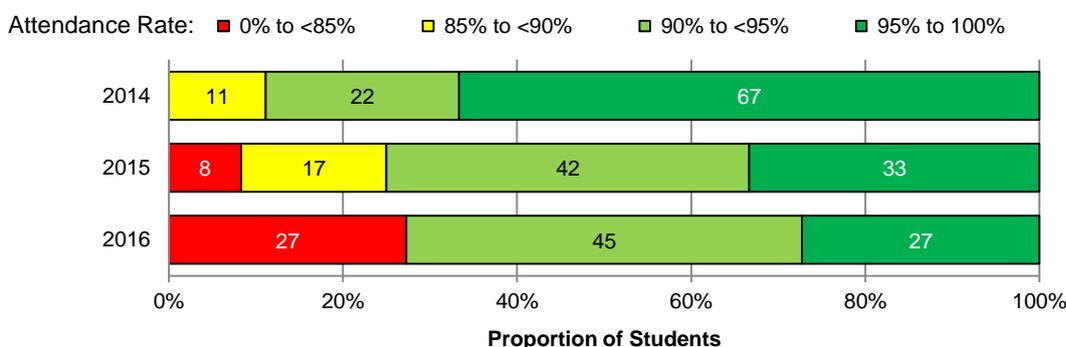
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014		DW	92%	DW	93%	98%	DW						
2015	91%	DW	DW	DW		94%	DW						
2016	96%	83%	DW	DW									89%

*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

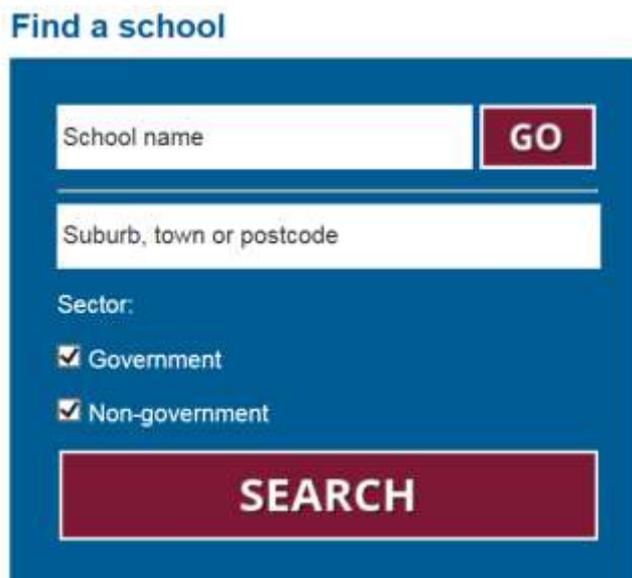
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Hayman Island State School “Every Day Counts” is the message communicated to parents regarding student attendance. Attendance at school is high when the students are on the island, but as the student’s parents are unable to take holidays over the school holiday periods due to high occupancy at the resort, parents often take their children on holidays during the school term. If this occurs, students are supported in their ongoing learning. Unexplained absences do not occur and rolls are marked twice daily – each morning and after second break.

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.



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label with two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

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 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.