Hayman Island State School
Queensland State School Reporting
2013 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 Shute Harbour or Hamilton Island.

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

Hayman Island State School aims to;

- meet the different needs of all students.

- continue to "raise the bar" of educational attainment.

- create a safe, respectful, responsible and disciplined learning environment.

- prepare students to be active, confident, healthy and reflective members of society

This report will outline the continued progress towards these aims at Hayman Island State School in 2013

School progress towards its goals in 2013

The *key priorities for 2013* and the progress towards these goals throughout the year were as follows:

Relevant Regional Priorities

- *Improved reading results* – 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.

- *Pedagogical Framework - Explicit Instruction* – Much work was dedicated to developing a Pedagogical Framework grounded in the Dimentions of Teaching and Learning and supported by Explicit Teaching Model.
- *Learning and Wellbeing Framework* – '*KidsMatter*' program – Some professional development was engaged in in order to implement the framework.
- *Parent and Community Engagement Framework - reinvigorate school and community partnerships* – The strong P&C representation continued to support the school in a number of initiatives.
- *Short Term Data Cycles* – Short Term Data Cycles were implemented to inform and drive the improvement agenda at the school.
- *Assessment and Reporting* – C2C assessments where inacted at all levels, across the curriculum with the support of a strong moderation process between our cluster of schools.

School Priorities

- *Develop School Pedagogical Framework (*Expert teaching team)* – Developed and implemented

- *Implement Australian Curriculum History (*Expert teaching team, student achievement)* - Implemented

- *Focus on reading strategies to have 50% of students in Upper 2 Bands in reading – *Student achievement* – This was achieved.

- *Rebuild website (*Enrolment sustainability)-* An updated school website was developed and launched

(*From School Plan 2011-2014)

Future outlook

The key priorities for 2014 are as follows:

- To focus on reading strategies to have 50% of students in NAPLAN Upper Two Bands in Reading – **Student achievement*

- To implement 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. – **Expert teaching team*

- To implement Australian Curriculum Geography - **Expert teaching team, student achievement*

- To embed Australian Curriculum History – **Expert teaching team, student achievement*

- To promote and facilitate successful outcomes for pre-school aged children in the community – **Enrolment sustainability*

- To provide opportunities for genuine sharing and collaboration between parents, staff and community – **Enrolment sustainability*

*From School Plan 2011-2014

School Profile

Coeducational or single sex: *Coeducational*

Year levels offered in 2013:   *Prep Year - Year 7*

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	8	3	5	40%
2012	10	4	6	71%
2013	9	2	7	54%

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

Characteristics of the student body:

The Hayman Island School population all have parents who work in the Resort, normally in management positions. The students come from a wide range of cultural backgrounds and have often had schooling overseas. A significant percentage of the student population comes from an ESL background. The students have generally grown up in the hospitality industry. Families average 2-3 years on the island so the student population changes regularly.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	5	6	9
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
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

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Curriculum offerings

Hayman Island SS uses integrated units to deliver a range of subject areas. The units are used across the whole school with outcome expectations matched to year levels.

Along with many unique opportunities that arise from island resort living, the following exemplify the variety of teaching and learning opportunities throughout 2013:

- Online Music Program

- Students participate in weekly swimming lessons weekly in terms 1 and 4

- Reef Guardian active involvement

- Integrated activities with Hamilton Island State School

- 'Spectacular' end of year performance

- Under 8s Day – Proserpine State School

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:

- Art Activities

- Jump Rope for Heart

- Regular fundraisers for school and community

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 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, Braintastic, Photo Story, Excel, PowerPoint and Word.

Social climate

Hayman Island is a unique community being solely reliant on the resort. All parents of the school community work for the resort. Hayman Island has had access to a School Chaplain worker 1 day a week, running programs to build student confidence, resilience and arts and crafts. Hayman is a very safe school to attend with minimal incidents of bullying or inappropriate behaviour.

Parent, student and staff satisfaction with the school

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.

2013 was a time of change for Hayman Island State School with the departure of a long term Principal being replaced by 2 Acting Principals for differing periods of time for the remainder of the year. This may have had an effect on the overall satisfaction percentages as reflected below.

Performance measure *(Nationally agreed items shown*)*		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	88%	100%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure *(Nationally agreed items shown*)*		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	80%	88%
they like being at their school* (S2036)	80%	50%
they feel safe at their school* (S2037)	80%	88%

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their teachers motivate them to learn* (S2038)	100%	78%
their teachers expect them to do their best* (S2039)	100%	88%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%
their school takes students' opinions seriously* (S2043)	80%	100%
student behaviour is well managed at their school* (S2044)	60%	89%
their school looks for ways to improve* (S2045)	100%	83%
their school is well maintained* (S2046)	80%	88%
their school gives them opportunities to do interesting things* (S2047)	80%	86%

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	67%
staff are well supported at their school (S2075)	67%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	33%
their school gives them opportunities to do interesting things (S2079)	100%

* 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 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 generally have 100% attendance at P and C meeting, showing that parents want to know what is happening at school. We have an open door policy where parents are able to visit the class anytime their work schedule allows it. Parents are invited to join in during events such as Jump Rope for Heart or Walk Safely to School.

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 carried out to assist in reducing the school's environmental footprint. The school has a vegetable garden and five rainwater collection tanks.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011		
2011-2012		
2012-2013		

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

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Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	2	3	0
Full-time equivalents	1	1	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.	
Masters	
Doctorate	0
Total	**3**
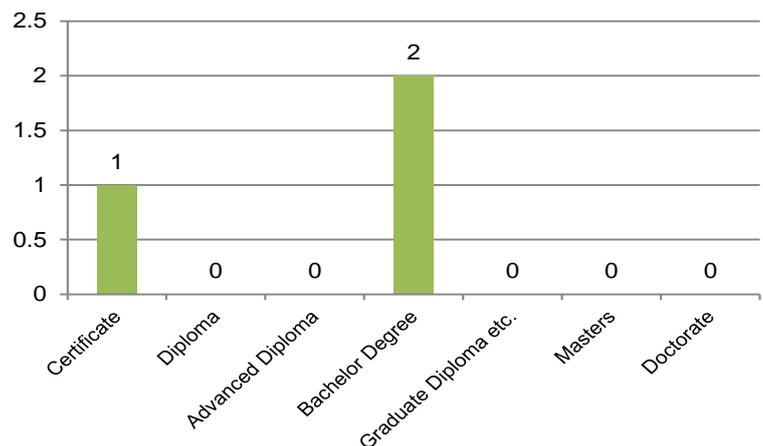
* Teaching Staff includes School Leaders

** 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 2013 were $ 2030.64

The major professional development initiatives were directed towards:

- Developing Principal Leadership Capacity
- Reef Guardian Project

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	100%	97%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 29% of staff was retained by the school for the entire 2013 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

`GO`

Search by suburb, town or postcode

Sector ☐ Government
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`SEARCH`

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select **<GO>**.   Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	85%	94%	93%

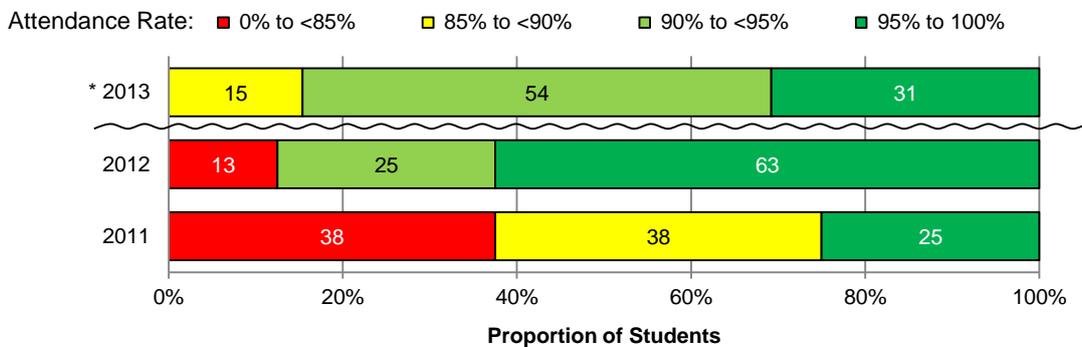The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

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
2011		87%	DW		DW	DW						
2012	DW		98%	DW		97%	DW					
2013	95%	DW	DW	95%	DW	DW	92%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

* 2013: 15, 54, 31
2012: 13, 25, 63
2011: 38, 38, 25

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

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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.

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 there 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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SEARCH

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.

As at 5 May 2014. The above values exclude VISA students.

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