

# Hayman Island State School

## Queensland State School Reporting

### 2015 School Annual Report



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## 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:

- 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 School Annual Report provides a snapshot of academic, student and staff data for Hayman Island State School for the 2015 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 2015 Great Results Guaranteed (GRG) funds were used to:

- Guarantee 100% Year 3 students meet National Minimum Standards in Reading, Writing and Spelling.
- Maintain the 100% of Year 3 students achieving the Upper Two Bands in Reading.
- Increase the number of Year 3 students achieving the Upper Two Bands in Spelling from 33% to 100%.
- Ensure all parents/caregivers are engaged in the teaching of Reading, Writing and Spelling.
- Implement Professional Development for the teaching of Reading, Writing and Spelling to ensure an expert Literacy teaching team.

### School progress towards its goals in 2015

Hayman Island State School remained committed to a strong school improvement agenda whilst targeting the key priorities established in the 2015 Annual Implementation Plan (AIP). These were:

- *Sharpened and targeted focus on the expert teaching and learning of reading* – Professional development was undertaken to support staff in their delivery of reading lessons. Funding from the Great Results Guarantee (GRG) was used to engage a highly skilled reading coach for an additional 5 hours per fortnight to further develop the explicit teaching of reading program in conjunction with the teaching staff targeting students Prep to Year 3.
- *Embedded delivery of Australian Curriculum, teaching and assessment at year level including Geography and History* – The teaching of straight year level units in English, Mathematics, Science, History and Geography were embedded practice throughout the 2015 school year.
- *Develop culture, strategies and documentation to further future proof the school* - To further develop a culture on the island with the resort and community where the school is valued and respected and whereby the resort fully acknowledges that we are not employees of the resort, that we are supplying a government service to the island, is a significantly important stance. We continued to work towards achieving the long awaited Service and Supply Agreement with the resort in regards to accommodation and freedom of movement, which included a housing project to future proof the school and staffing arrangements.
- *Build the capacity of all staff to ensure an expert teaching team where quality teaching and learning is instructionally lead.*
  - Identified and engaged with high performing educational leaders from our local PLC and Cannonvale State School to continually refine our teaching and learning practices to align with 'best practice' coming out of the latest research.
  - Built staff capacity and accountability through the introduction of the 'Classroom Observation and Feedback' process.
  - Staff were trained in the phonemic awareness and phonics program Speech Sound Pictures (SSP) program to support the teaching of reading, spelling and writing in English and other curriculum areas.
- *Embed strategies to engage parents and community in supporting children's learning from transition onwards* - Parent education programs in reading were delivered as a strategy to achieve this priority. Parents/caregivers were engaged in case management and ongoing support of identified at risk students in reading.

### Future outlook

**Our key priorities for 2016 as defined in the Annual Implementation Plan (AIP) are:**

- *Implement the Australian Curriculum* - Align the school's *Curriculum, Planning, Assessment and Reporting Plan* to incorporate the gradual release of the Australian Curriculum subject areas.
- *Improve reading, writing, numeracy and Science outcomes.*
  - Reading - Embed "Read it Again" targeted reading program in the dedicated uninterrupted literacy block.
  - Writing - Implement a common, consistent, sequenced and sustained whole school approach to the teaching and learning of writing through the implementation of the Seven Steps to Writing program and the C2C materials. (Writing Programs 0.44 Effect Size)
  - Numeracy and Science - Embed the Short Term Data Cycle system to monitor individual student performance, analyse skill gaps in student learning and tailor future teaching and learning every 5 weeks.
- *Build staff capacity across a range of professional standards* - Embed the school's pedagogical framework in both classrooms through an ingrained coaching and feedback culture within the school to ensure that feedback is provided to all teachers to build an expert teaching team. Use the *Australian Professional Standards for Teachers (APST)* to guide capability development. (Professional Development 0.62 Effect Size).
- *Build productive relationships with community* – Engagement in local learning experience opportunities with the support of the *One & Only Hayman Island* Resort management and personnel. Embed 'Supportive School Environment Policy.'
- *Attainment* – Students reportable level of achievement is 'C' or greater for all Key Learning Areas. Lead quality teaching and learning practices in the classroom where students are familiar with the metalanguage associated with the 5 questions for students.
- *Transitioning from Pre-Prep to Prep and Year 6 to High School* – Fully embed the smooth transition for Pre-Prep to Primary and Year 6 to Junior Secondary programs by Term 4.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	9	2	7		54%
2014	8	2	6		63%
2015	10	3	7		55%

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 2015, 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:

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 2015, 45% of our students were classified as *English as an Additional Language or Dialect* (EADL) learners with varied nationalities represented in the student body.

Within our student population there is only 1 student who has attended the school for three years or more as there is a relatively high transient student population.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	9	4	6
Year 4 – Year 7 Primary			
Year 7 Secondary – 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.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	0	1
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.

## Curriculum delivery

### Our approach to curriculum delivery

- Hayman Island State School utilized single year level units with the support of teaching and learning documentation and programs from the School of Distance Education throughout 2015.
- Daily engagement in the "Read It Again" program during the uninterrupted literacy block.
- Students used iPads or laptops to access Mathletics, Reading Eggs, Spelling City and Literacy Planet activities.
- Implemented computer coding lessons.
- Specific Foundation Learning Programs to enhance our students' literacy skills - daily phonics lessons using the Speech Sound Pictures (SSP) approach.

Along with numerous unique opportunities that arise from island resort living, some of the teaching and learning experiences arising throughout the 2015 school year were:

- Guitar lessons.
- A transition program for pre-Prep aged students.
- Integrated activities with Hamilton Island State School.
- Active involvement in the Reef Guardian program.
- National Parks and Wildlife – School visit

### Extra curricula activities

- Rookies to Reds
- The Stig – Andy Griffin story-teller, Cannonvale Library Performance
- Glass bottom boat excursion
- Nature discovery island walk
- Reef walk expedition
- Volunteer Marine Rescue – School visit
- Ventriliquist Performance - School visit
- Volunteers Abroad – School visit
- Fishing
- Sushi making afternoon with Chefs from *One & Only Hayman Island Resort*
- Mother's Day celebration and ANZAC Day Commemorative Service

Off island extra curricular activities were extremely limited during 2015 due to the changing of the morning and afternoon departure times for the boat. In order to visit the mainland, the morning boat was a 5.30am departure and returning boat departed the Abel Point Marina at 6.30pm making it a 14 hour day.

## How Information and Communication Technologies are used to improve 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, Spelling City, Literacy Planet, Cool Maths, Mathletics, Photo Story, Excel, PowerPoint and Microsoft Word.

### Social Climate

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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> 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%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	100%	100%	86%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	86%
this school works with them to support their child's learning (S2010)	100%	100%	86%
this school takes parents' opinions seriously (S2011)	100%	100%	86%
student behaviour is well managed at this school (S2012)	100%	100%	86%
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:	2013	2014	2015
they are getting a good education at school (S2048)	88%	100%	100%
they like being at their school (S2036)	50%	100%	100%
they feel safe at their school (S2037)	88%	100%	100%
their teachers motivate them to learn (S2038)	78%	100%	100%
their teachers expect them to do their best (S2039)	88%	100%	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)	100%	100%	100%
student behaviour is well managed at their school (S2044)	89%	100%	100%
their school looks for ways to improve (S2045)	83%	100%	100%
their school is well maintained (S2046)	88%	100%	100%
their school gives them opportunities to do interesting things (S2047)	86%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	DW
they feel that their school is a safe place in which to work (S2070)	100%	100%	DW
they receive useful feedback about their work at their school (S2071)	100%	100%	DW
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%	100%	DW
students are treated fairly at their school (S2073)	100%	100%	DW
student behaviour is well managed at their school (S2074)	67%	100%	DW
staff are well supported at their school (S2075)	67%	100%	DW
their school takes staff opinions seriously (S2076)	100%	100%	DW
their school looks for ways to improve (S2077)	100%	100%	DW
their school is well maintained (S2078)	33%	100%	DW
their school gives them opportunities to do interesting things (S2079)	100%	100%	DW

# '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

### Reducing the school's environmental footprint

Although Hayman Island State School is unable to get 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 more water tanks were previously completed to assist in reducing the school's environmental footprint. The school currently has five rainwater collection tanks.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013		
2013-2014		
2014-2015		

\*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.

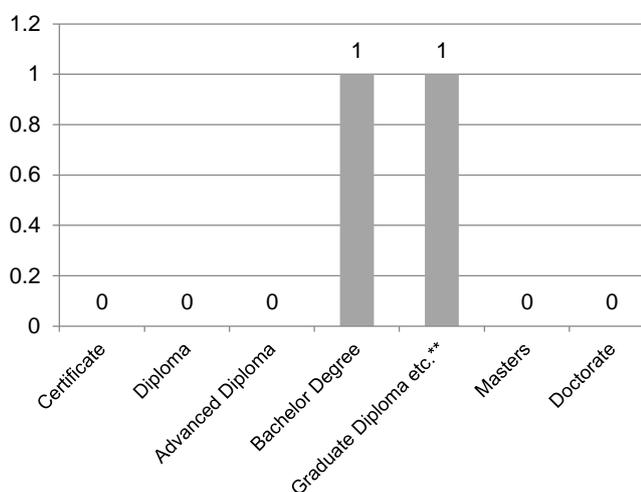
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3		
Full-time equivalents	2		

### 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
<b>Total</b>	<b>2</b>



\*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 2015 were \$8469.

The major professional development initiatives are as follows:

- State Principal's Conference
- Leadership in the Early Years Conference
- Feedback to Inform Teaching and Learning
- Judy Petch Workshop
- Quality Teaching and Learning Forum
- Principal's Forums (one each term)
- School Budget Workshop
- Developing Classroom Observations
- First Aid Course
- Speech Sound Pictures (SSP)
- *Read It Again* Training
- Web and Skype conferences on Childhood Trauma
- Principal's Roadshow
- Professional Learning Community (PLC) Meetings

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	99%	96%	99%

## 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 2015 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

Sector:

Government

Non-government

Where it says '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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	92%
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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

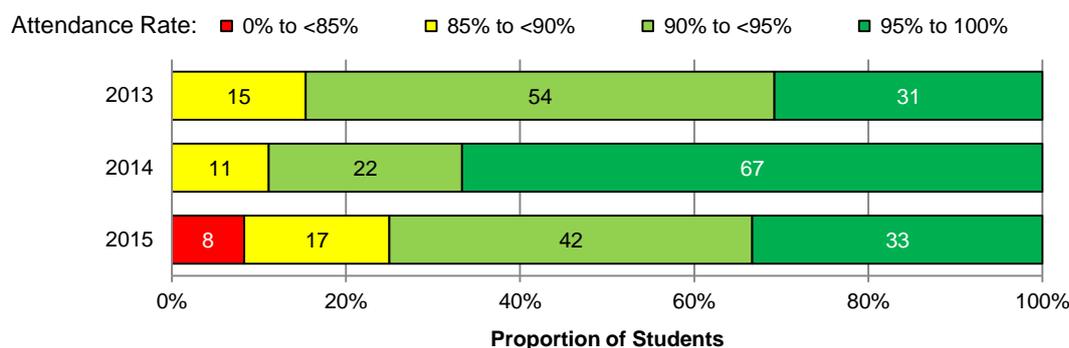
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	DW	95%	DW	DW	95%	DW	DW	92%					
2014		DW	92%	DW	93%	98%	DW						
2015	91%	DW	DW	DW		94%	DW						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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 passed to the parents regarding student attendance. Attendance at school is high when the students are on the island, but as the student’s parents can not take holidays over the school holiday periods due to high occupancy at the resort, parents often take their children on holidays during term times. If this occurs students are supported in their ongoing learning.

Unexplained absences do not occur.

Rolls are marked twice daily – 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.

#### Find a school

Where it says ‘**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.