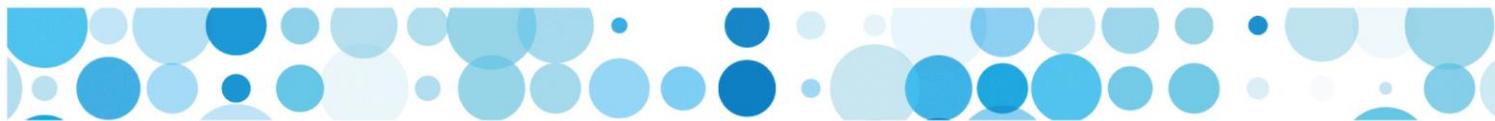


# Hayman Island State School

## Executive Summary



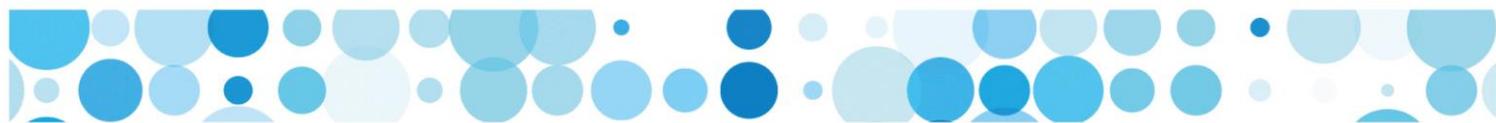


## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

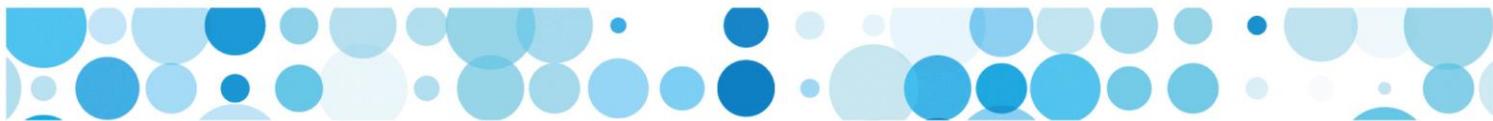
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Hayman Island State School** from **28 to 29 November 2019**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Sandra Perrett	Internal reviewer, SIU (review chair)
Christopher Erbacher	Peer reviewer



## 1.2 School context

<b>Location:</b>	Hayman Island, Whitsundays
<b>Education region:</b>	North Queensland Region
<b>Year opened:</b>	1956
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	5
<b>Indigenous enrolment percentage:</b>	nil
<b>Students with disability enrolment percentage:</b>	nil
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	n/a
<b>Year principal appointed:</b>	2018
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	1.5
<b>Significant partner schools:</b>	n/a – working on developing a small schools cluster
<b>Significant community partnerships:</b>	Intercontinental Hayman Island Resort
<b>Significant school programs:</b>	Soundwaves, Reading Eggs, Reading Express, Mathseeds, IMPACT



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, teacher, four students and two parents.

Community and business groups:

- General manager, engineering manager and Human Resources (HR) manager of Intercontinental Hayman Island Group.

Partner schools and other educational providers:

- Principal of Millaroo State School.

Government and departmental representatives:

- ARD, regional infrastructure advisor and principal coach.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2015-2018
Investing for Success 2019	School Data Profile (Semester 1 2019)
Headline Indicators (October 2019)	School budget overview
OneSchool	2020 Curriculum Plan
School pedagogical framework	Literacy Diagnostic Assessment Schedule
School Opinion Survey	Responsible Behaviour Plan for Students
Report card and NAPLAN update Semester 1 2019	School website



## 2. Executive summary

### 2.1 Key findings

**The school has at its core, parents and families who are committed to the development of the school.**

School culture is recognised as a unique and integral part of the Hayman Island community. Within the wider community there are strong support mechanisms through which the school has opportunities to develop successful partnerships to promote successful student learning within a robust culture of individual success.

**Staff members understand the unique nature of the school and the impact of the location and environment on students.**

Staff members recognise the importance of providing a quality education to all students. The principal and teacher are aware of the current achievement levels of students. Staff members are committed to improving the learning outcomes for all students in the school.

**The principal and school staff have developed positive relationships with a range of resort personnel on the island.**

The school principal is aware of the need to further develop the partnerships with parents and the community, including resort management and staff. The principal and teachers communicate informally with parents. Formal communication occurs on occasion. Regular newsletters, Facebook posts, website updates and other methods of written communication are yet to occur.

**The principal expresses a strong commitment to implementing the best possible multi-age curriculum to all students at the school.**

The school has adopted and adapted the Curriculum into the Classroom (C2C) units of work for multi-age settings as its vehicle for implementation of the Australian Curriculum (AC) within a small school context. The school engages with the principal coach and a Principal Advisor – Teaching and Learning (PATAL) to design and develop the school curriculum and its implementation within the school context. The school is yet to develop a clear curriculum, assessment and reporting framework that aligns with departmental expectations as outlined in the P-12 curriculum, assessment and reporting framework (P-12 CARF).

**The principal identifies the development of the literacy/English program as the Explicit Improvement Agenda (EIA).**

The principal includes the development of a consistent High Quality Literacy Curriculum Plan (HQLP) as part of the EIA. The principal has developed a 'Literacy Diagnostic Assessment Schedule for New Students' and an overview of 'School Based Literacy Resources – sorted by developmental reading age'. An improvement agenda with a clear focus on improving student learning outcomes is yet to be clearly articulated by the principal. The EIA is yet to be shared with staff, parents and the wider community.



**The principal recognises the importance of developing staff members to create a highly motivated and successful teaching and learning team.**

The principal has engaged with professional learning programs based around enhancing the teaching and learning outcomes for students at the school. There is acknowledgement that the impact of living on the island creates individual constraints and challenges, including regular staff changes. The principal recognises the importance of a clear induction program and has informally worked with new staff. This process is yet to be formally documented.

**The school recognises the importance of identifying and addressing the learning needs of individual students.**

The principal acknowledges the importance of designing classroom activities that cater for individual student needs. The principal and second teacher articulate different ways that students, including high achieving students, are challenged and extended. Some stakeholders indicate students appear to be disengaged and that they are not being extended

**The principal has a strong understanding of the impact technology has regarding successful learning.**

Within the context of a small island school, technology is used to provide additional quality learning opportunities. The principal has ensured key infrastructures are in place to support students engaging with the wider world and literature through the pathway that technology provides.

**The principal, parents and resort management recognise a range of opportunities exist to enhance student learning through working together.**

Senior management of the resort identify a willingness to engage with the school. Partnership activities that make the best use of partners' expertise are identified as a highly preferred action. Regular meetings between resort management and the principal to improve opportunities and outcomes for students would be welcomed.



## 2.2 Key improvement strategies

Collaboratively develop a framework regarding parent and community engagement to enhance parent school relationships, including re-establishing a Parents and Citizens' Association (P&C) and using a range of positive communication methods.

Develop a whole-school curriculum, assessment and reporting plan, reflecting the unique nature of the school and aligned to departmental expectations.

Collaboratively develop the EIA, ensuring a sharp and narrow focus on improving student learning and share with all stakeholders.

Develop a professional learning plan, including clearly stated induction processes, to ensure all staff have access to relevant, quality professional learning that meets their needs.

Ensure all students, including high achieving students, are engaged, challenged and extended, using a range of differentiation strategies.