



Hayman Island State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
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## From the Principal

### 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 6. 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.

### School progress towards its goals in 2018

- 2018 was an interesting year for Hayman Island State School. Due to ongoing construction work following Cyclone Debbie in March/April 2017, the final families left island in mid-term 2. As a result, the school went into temporary closure mode until new students arrived on the island.
- At the beginning of term 4, the school reopened with two students and a completely different teaching team.

As a result of these changes, any data captured below can be seen as indicative of the schools operations, however not directly related to the present student or staff population.

### Future outlook

The school looking to rebuild after temporary closure from the staffing effect of cyclone Debbie, and has reopened with a small number of students.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	12	6	2
Girls	3	3	0
Boys	9	3	2
Indigenous	0	0	0
Enrolment continuity (Feb. – Nov.)	60%	33%	0%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

The students at Hayman Island state school are drawn from the professional families which service the resort. Many of these students come from non-English backgrounds traditionally.

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	11	5	2
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

The whole school curriculum plan is flexible to cater for varying year levels, but still delivering the achievement standards for the Australian Curriculum.

### How information and communication technologies are used to assist learning

The school enjoys a 1 to 1 ratio for both iPads and laptops. The use of these are used to enhance the curriculum.

## Social climate

### Overview

Hayman Island State School uses the positive behaviour for learning framework to provide a safe, supportive and disciplined learning environment including any strategies used to respond to bullying and differentiation.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

NOTE for 2018: At the time of the data collection for these surveys, the school was in official “shut down” mode, and so no data was collected.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• 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)	100%	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)	75%	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)	75%	100%	

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	DW	DW	
• they like being at their school* (S2036)	DW	DW	
• they feel safe at their school* (S2037)	DW	DW	
• their teachers motivate them to learn* (S2038)	DW	DW	
• their teachers expect them to do their best* (S2039)	DW	DW	
• their teachers provide them with useful feedback about their school work* (S2040)	DW	DW	
• teachers treat students fairly at their school* (S2041)	DW	DW	
• they can talk to their teachers about their concerns* (S2042)	DW	DW	
• their school takes students' opinions seriously* (S2043)	DW	DW	
• student behaviour is well managed at their school* (S2044)	DW	DW	
• their school looks for ways to improve* (S2045)	DW	DW	
• their school is well maintained* (S2046)	DW	DW	

Percentage of students who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things* (S2047)	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	DW	
• they feel that their school is a safe place in which to work (S2070)	100%	DW	
• they receive useful feedback about their work at their school (S2071)	100%	DW	
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	
• students are encouraged to do their best at their school (S2072)	DW	DW	
• students are treated fairly at their school (S2073)	DW	DW	
• student behaviour is well managed at their school (S2074)	DW	DW	
• staff are well supported at their school (S2075)	100%	DW	
• their school takes staff opinions seriously (S2076)	100%	DW	
• their school looks for ways to improve (S2077)	100%	DW	
• their school is well maintained (S2078)	100%	DW	
• their school gives them opportunities to do interesting things (S2079)	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

Hayman Island state school works hand-in-hand with the Hayman Island resort in a close partnership for the benefit of all children.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

All power and water is supplied to the school by the resort. As a result, there is no specific school owned data to measure the impact of the schools' environmental footprint.

Situated in the beautiful Coral Sea, Hayman island a Reef Guardian School.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	2		
Full-time equivalents	1.2		

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters	1	
Graduate Diploma etc.*		
Bachelor degree	1	
Diploma		
Certificate		

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$4113.24.

Major professional development initiatives were related to specific student and staff needs. As both the school personnel and the students have changed, and no new school purchased PD was completed in term 4, all previous professional development programs and staff participation rates are immaterial to the present school.

The 2019 professional development priorities are around the development of a consistent literacy program from Prep to year 6, and suitable opportunities are being sources to meet these identified needs.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	100%	100%

### Proportion of staff retained from the previous school year

Due to the temporary closure of the school, all school staff were transferred to other locations. When the school reopened, this included a completely different staff including the teaching principal. Therefore there was a 0% retention of staff, but not through the actions of staff or school management.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	90%	93%
Attendance rate for Indigenous** students at this school	N/A	N/A	N/A

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

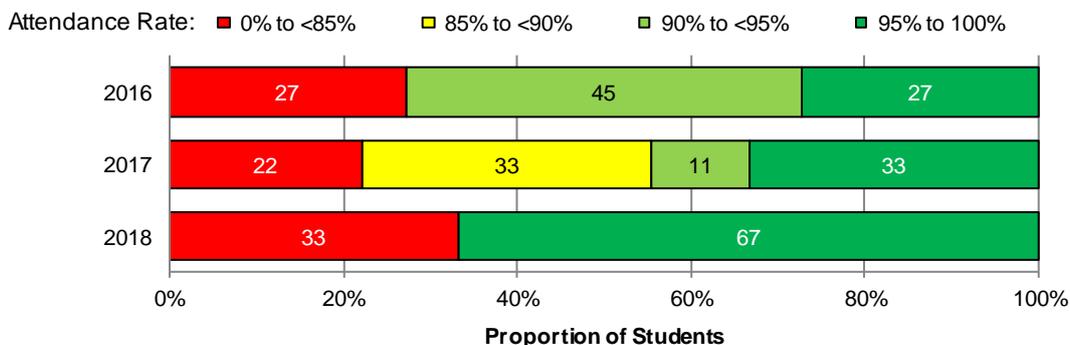
Year level	2016	2017	2018
Prep	96%		
Year 1	83%	94%	
Year 2	DW	93%	DW
Year 3	DW	DW	DW
Year 4		DW	
Year 5		DW	DW
Year 6	89%		

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

### Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

In 2018 with small fluctuating numbers, (two students at the end of term 4), student attendance was of a high standard.

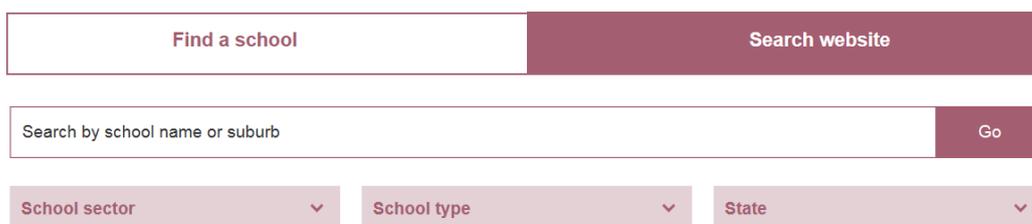
## NAPLAN

NOTE: In 2018, students who completed NAPLAN in May 2018 left the school shortly after their completion of the test. Therefore any data trends from NAPLAN are not representative of the current students or staff at the school.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The screenshot shows the search interface on the My School website. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



The screenshot shows a button labeled 'View School Profile'.

4. Click on 'NAPLAN' to access the school NAPLAN information.



The screenshot shows a navigation menu with the following options: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'NAPLAN' option is highlighted.

#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.