



Hamilton Island State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	PO Box 192 Hamilton Island 4803
Phone:	(07) 4946 9522
Fax:	(07) 4946 9533
Email:	principal@hamiiclass.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Robert McCullough

School Overview

Hamilton Island State School is a multiage co-educational school situated on Hamilton Island in the Whitsundays. It is close to Airlie Beach, Mackay and Bowen. Our classrooms are composed of Prep to Year 2 children, Year 2 to Year 3 children, Year 4 to 6 children. Our curriculum has a central focus on literacy and numeracy with most other areas of the curriculum delivered via integrated school wide topics. Our school also offers Spanish lessons for Year 4 to 6 students and a sailing program for the upper years. The parental role in education is valued at Hamilton Island State School. Parents are encouraged to become actively involved in the school through classroom assistance, attendance at working bees and via the Parents and Citizens Association. The school community is involved in organising annual fundraisers that help support the learning of all students.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Through local, regional and state initiatives, Hamilton Island State School has the following goals for student improvement:

- increase the percentage of students in Prep to year 6 achieving at least a 'C' standard in English to 100% in 2017.
- increase the percentage of students in Prep to year 6 achieving a 'B' standard or above in English from 50% in 2016 to 60% in 2017.
- increase the percentage of Prep to year 3 students achieving reading benchmarks from 68% in 2016 to 85% in 2017.

Future Outlook

At Hamilton Island State School there is a sharp, narrow focus on the following key priorities:

- Embedding a teaching and learning framework that includes: immediate feedback to students on their progress and areas for development; utilises pre-tasks and post tasks; individual goal setting; and self-questioning and peer reviewing.
- Build staff's capacity for the rapid improvement of all students' writing achievement across all KLAs.

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	67	25	42	1	82%
2015*	55	18	37		89%
2016	62	22	40		97%

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

Our students come from a diverse range of backgrounds. Currently there are students with European (German, Dutch, Spanish, Polish, English), Canadian, Indian, Pakistani, Pilipino, New Zealand, and South African backgrounds. Additionally the cohort of students have come to live on the island from all corners of Australia. This melting pot of cultures creates a culture of harmony and compassion.

Average Class Sizes

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

AVERAGE CLASS SIZES				
Phase	2014	2015*	2016	2017
Prep – Year 3	18	18	20	20
Year 4 – Year 7	12		20	22
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

Teachers can clearly articulate and visually represent the intent of each lesson using What, Why and How.

What are we going to learn or do?

Why are we going to learn or do it?

How are we going to learn or do it?

Teachers deliver the entitled curriculum and construct 'Learning Goals' and 'Aiming for an A' for explicit teaching and learning to be communicated to students.

Curriculum intent is aligned with:

- Australian Curriculum
- Essential Learnings (QCLA)
- P-12 Curriculum, Assessment and Reporting Framework
- Goovigen State School's whole school curriculum plan

Teachers have a deep understanding of curriculum intent within C2C units and P-12 Curriculum, Assessment and Reporting Framework and unpack these units so there is a common understanding of what students are required to know and be able to do.

Curriculum intent is delivered lesson by lesson through the use of What, Why and How. Teachers adopt and adapt C2C units and relevant resources within the process, product, environment and content, and curriculum intent remains the same for all students. Curriculum Intent may be modified when teaching Students with Disabilities (only when required). Teachers are able to plan and deliver curriculum intent to meet the needs of the full range of learners in the classroom.

Co-curricular Activities

- Kitchen Garden
- Reef Guardians
- Tackers I and II Sailing program
- Hosting Hamilton Island after school activities – Music and Sports

How Information and Communication Technologies are used to Assist Learning

The school has over 40 iPads which are shared between the 3 classrooms. These iPads are used to create multimodal presentations and are utilized in all learning areas. The school is also equipped with new laptops that creates a flexible learning space in each classroom.

Social Climate

Overview

Hamilton Island State School has adopted, in principle, a democratic rather than authoritarian approach to behaviour management, the basic premise of which is the recognition of our ever-changing society and its attitudes. Within this it acknowledges the underlying democratically acceptable values of:

- Social equality
- Co-operation/shared responsibility
- Self discipline
- Mutual respect

And the need to address these within our school environment.

Our school environment aims to provide:

- a positive, preventative approach to behaviour management
- school practices involving a planned continuum from positive, preventive actions for all students to responsive actions for specific individuals and groups
- modelling and reinforcement of non-violent, non-coercive and non-discriminatory language and practices by all members of the school community
- enhanced interpersonal support networks for students, parents and staff
- a better understanding on the part of teachers, students and parents of why the school has put in place specific rules and policies
- effective communication amongst all members of the school community

Our commitment to this style of management compels us to identify clearly the rights and responsibilities of each individual member of our school community.

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	89%
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%	89%
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%	89%
teachers at this school motivate their child to learn* (S2007)	94%	100%	100%
teachers at this school treat students fairly* (S2008)	88%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	94%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	89%
this school takes parents' opinions seriously* (S2011)	100%	100%	67%
student behaviour is well managed at this school* (S2012)	94%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	78%
this school is well maintained* (S2014)	81%	90%	100%

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%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	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)	92%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	89%
their school takes students' opinions seriously* (S2043)	96%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	96%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	96%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	89%
they receive useful feedback about their work at their school (S2071)	100%	100%	56%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	33%
their school takes staff opinions seriously (S2076)	100%	100%	67%
their school looks for ways to improve (S2077)	100%	100%	67%
their school is well maintained (S2078)	83%	100%	89%
their school gives them opportunities to do interesting things (S2079)	100%	100%	88%

* 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

Parents are engaged with their child's education on a daily basis. Our Homework Policy has been developed with our P&C and is reviewed. Twice a semester Parents are encouraged to meet their child's teacher to discuss learning goals and progress in all learning areas.

The school is active in after school activities including, Music, Karate, Athletics, Gymnastics, Dance and Sailing. The school has partnerships with businesses on the island that help out with our Sailing and Reef Guardian Programs. Hamilton Island Enterprises also plays a vital role in helping the school with maintenance, cleaning and fundraising.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Each child, teacher, parent or community member has the right to expect respectful and considerate treatment. This expectation entails a responsibility to accord the same right to all other participants in our community. Each individual has the right to feel safe and valued. Each student has the right to learn, to solve problems, to maximise his/her educational opportunities regardless of his/her individual circumstances such as:

- location • sex • socio-economic circumstances
- ethnic or cultural background
- any disability • status within school community

Responsibilities

Based on our underlying values, we believe that:

- the core responsibility of the school community is "education".
- the entire school community is responsible for guiding, leading, motivating, encouraging and modelling appropriate behaviour.
- each individual has the responsibility to be PROACTIVE and to manage his/her own actions, taking account of factors such as level of maturity and intellectual capacity.
- families share the responsibility for developing appropriate behaviour patterns and to contribute to the communication/decision-making process within the school.
- teachers are responsible for managing the learning process and providing Duty of Care.
- members of the administrative team are responsible for taking on specific management tasks such as strategic planning, finance, and
- organisational structures, to act as final authority and to provide support, leadership, and direction throughout the school.

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	2	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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	28,440	168
2014-2015	34,884	290
2015-2016		294

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

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	4	5	0
Full-time Equivalentents	4	3	0

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.**	1
Bachelor degree	3
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 \$6,000.

The major professional development initiatives are as follows:

- aligning the Australian Curriculum
- Building teaching capacity

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.	98%	98%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 76% 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).	90%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	100%	

*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%.

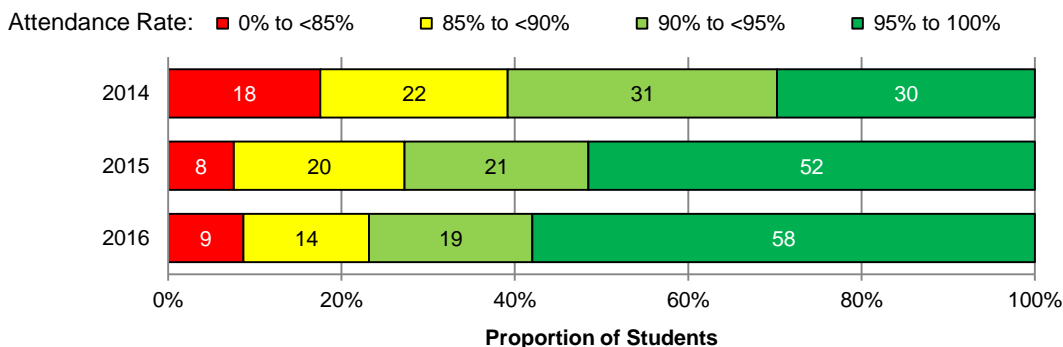
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	88%	89%	91%	90%	80%	95%	91%					
2015	93%	94%	95%	95%	90%	93%	95%	DW					
2016	96%	93%	95%	93%	95%	91%	94%						

*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

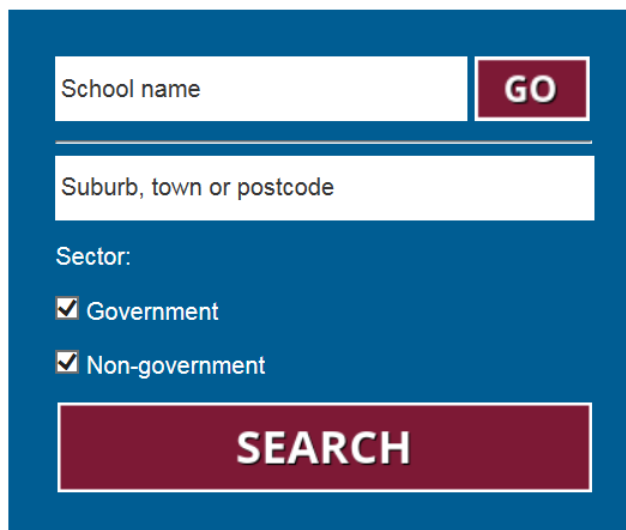
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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.

Find a school



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 followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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.