

Hamilton Island State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Hamilton Island State School was established in 1986 and enjoys a strong reputation for providing a very high standard of education to the Hamilton Island community. The school was nominated for the Jack Pizzey state schooling awards by the North Queensland Region for: School of the Year and Mr. Michael Allan as Principal of the Year for 2014. These achievements are a result of the continued hard work by our staff to do whatever it takes to ensure all of our students are high achievers and achieve to their full potential.

The school, with a population of approximately 70 students, is coeducational with students attending from Prep to Year 6. Our vision states that: Every student matters, every lesson, every day and every student will be a high achiever. This vision drives the work of our staff and community to achieve excellence in the social and academic development of our students. All staff members are committed to using our 6 Pillars of school wide pedagogy, 5 Givens for every learning environment and 4 Imperatives of student engagement to drive very high levels of academic improvement and performance for each student.

This school annual report contains information for parents and our community on the achievements of the school over the past 12 months. It draws on information from the National Assessment Program in Literacy and Numeracy (NAPLAN) for years 3, 5 and 7, School Opinion Survey data and school based information. This report highlights the continuing very high standard of work from our staff and students and the support offered by parents and the community.

Our committed staff and supportive parent group work together to ensure our students have the best possible learning opportunities. Some highlights for 2014 included:

- Nominated by the North Queensland region for the 'Jack Pizzey' School of the Year in 2014.
- Positive and productive parent/teacher/student partnerships to support student learning.
- Strong P&C support in program development, resourcing and events.
- Empowering School Wide Positive Behaviour Support Program
- Refinement of Explicit Teaching practices
- Recognition of our Teaching and Learning model as best practice across our region
- High to Outstanding achievement in our *Discipline Audit*
- Successful implementation of the Australian Curriculum in English, Maths, Science and History
- Excellent achievement in Year 3, 5 & 7 National tests
- Excellent achievement in School Opinion Survey
- Excellent achievement and improvement in our Prep program
- Successful Intervention Programs supporting a range of student needs
- Various extra curriculum programs – Science on the Oval, Robotics, Gardening, Yr 6 and 7 camps
- Enjoyable Year 7 Graduation
- Effective Out Of School Hours Care and Vacation Care program

School progress towards its goals in 2014

Throughout 2014, Hamilton Island State School remained committed to a strong school improvement agenda – focusing on reading, numeracy, promoting quality and consistent teaching and learning practices and improving attendance.

As a school community, we delivered on many of the high expectations that we set out to achieve. The following summary provides only a snapshot of the many amazing outcomes produced by our students, staff and community.

Improved Teaching and Learning

- Embedded “Explicit Teaching” in all classrooms as our whole school pedagogical framework.
- Resourced and embedded our whole school reading program and delivery scripts from P-7.
- Refined and articulated our expected practices in our ‘Teaching and Learning Handbook’ to drive enhanced performance.
- Built staff capacity and accountability through the introduction of the ‘Classroom Reviews’ process, conducted by the Principal.
- Embedded key foundation learning programs – Jolly Phonics, Spelling Mastery, Elementary Math Mastery, Connecting Math Concepts and Cars & Stars.
- Refined our NAPLAN preparation strategy to be ‘built into’ our general teaching and learning programs through an in-depth data analysis to target individual skill gaps for all students identified from their NAPLAN pre-task assessments.
- 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.

Improved Planning and Accountability Systems

- Established clear, student achievement targets at or above our Region and State.
- Set teaching and learning expectations across the school and articulated the expected timetables and practices of all classes.
- Refined Specific Role Descriptions for all staff, aligned to our collective school priorities.
- Established clear expectations, in collaboration with staff, around our 6 Givens (or non-negotiables): strong relationships; high expectations and practice; excellent display; excellent tone; quality feedback; and excellent bookwork and daily corrections

Improved Student Engagement

- Embedded School Wide Positive Behaviour Support (SWPBS) systems into the core of the school and established clear flowcharts for behaviour

Improved School & Community Partnerships

- Delivered parent education programs in reading
- Engaged parents/caregivers in case management and ongoing support of identified at risk students in reading.
- Embedded *Three Way Conferences* as part of goal setting for students.
- Formed and established partnerships with local businesses to provide all students in years 3 to 6 with 1 to 1 iPads for everyday learning.



1:1 iPads for students in years 3 to 6

Partnerships established with local businesses to purchase 30 iPads for students at Hamilton Island State School.



Embedded whole school pedagogical framework in each classroom

The school pedagogical framework is now embedded in each classroom across the school.

Future outlook

Our focuses for 2015:

Key Priorities for 2015 out of the Annual Implementation Plan (AIP)

Reading

- Embed Sharratt's Parameters: 4. Principal instructional leadership; 5. Early and on-going intervention; 6. Case management approach: data walls and case-by-case meetings; 8. In-school student achievement meetings: Collaborative review of teaching practices and student performance and 12. Parental and community involvement. To improve each individual students reading performance.
- 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.

Writing

- Embed a common, consistent, sequenced and sustained whole school approach to the teaching and learning of writing through the continued implementation of the Seven Steps to Writing program and the C2C materials. (Writing Programs 0.44 Effect Size)
- Implement and embed the writing continua data wall approach in each classroom. (Self-Reported Grades 1.44 Effect Size)

Numeracy

- Investigate, implement and embed explicit teaching of problem solving strategies across the school from Prep to Year 6. (Problem Solving 0.61 Effect Size)

Teaching Quality

- Embed the school's pedagogical framework in each classroom through an ingrained coaching & feedback culture within the school to ensure that feedback is provided to all teachers and teacher aides to build an expert teaching team. (Professional Development 0.62 Effect Size)
- Align the school's curriculum, planning, assessment and reporting plan to incorporate the gradual release of the Australian Curriculum subject areas.

Research

Sharratt, L and Fullan, M. 2012. *Putting FACES on the data: What Great Leaders Do!* Corwin, Thousand Oaks, CA.
 Hattie, J and Anderman, EM (eds) 2013. *International Guide to Student Achievement* Routledge, NY.
 Archer, AL and Hughes, CA 2011. *Explicit Instruction: Effective and Efficient Teaching* Guildford Press, NY

Great Results Guarantee

- Embed Sharratt's Parameters: 4. Principal instructional leadership; 5. Early and on-going intervention; 6. Case management approach: data walls and case-by-case meetings; 8. In-school student achievement meetings: Collaborative review of teaching practices and student performance and 12. Parental and community involvement.
- Continue to implement across-class groupings to ensure all students are explicitly taught 100% of the time, at their ability level.
- Continue to enact a common, consistent, sequenced and sustained whole school approach to the teaching and learning of reading in each classroom, embedding Sheena Cameron's high yield comprehension strategies.
- Monitor each student's performance and review teaching practices via short term data collection cycles every five weeks.
- Provide Levelled Literacy Intervention (LLI) with set targets and timelines for students who have achieved, or are on track to achieve, below the National Minimum Standard (NMS) in reading.
- Implement Hattie's high yield strategy, self-reported grades (effect size 1.44), by introducing writing continua data walls (A to E) in each classroom to assist students to reflect on their writing and identify specific areas for improvement, aligned to each unit's Guide to Making Judgments (GTMJ).
- Continue to implement Explicit Instruction as the school's delivery method within the school's pedagogical framework and build collective capacity through professional learning, coaching and feedback.

Sharratt, L and Fullan, M. 2012. *Putting FACES on the data: What Great Leaders Do!* Corwin, Thousand Oaks, CA.
 Fountas, I and Pinnell, G. 2011. *The Continuum of Literacy Learning, Grades Pre K-8, Portsmouth, NH: Heinemann.*

Hattie, J and Anderman, EM (eds) 2013. *International Guide to Student Achievement* Routledge, NY.
 Archer, AL and Hughes, CA 2011. *Explicit Instruction: Effective and Efficient Teaching* Guildford Press, NY.
 Cameron, S. 2009. *Teaching Reading Comprehension Strategies, NZ.*

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	44	19	25	98%
2013	54	22	32	81%
2014	67	25	42	82%

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

Characteristics of the student body:

In 2014 the school had a Prep-1 class, 1-2 class, 3-4 class and a 5-7 class. The student body is composed of residents of Hamilton Island. The majority of the students are from families with at least one member working for Hamilton Island Enterprises and therefore live in close proximity to each other in staff accommodation.

Within our student population there is a core group of long term students and a relatively high transient student population. Due to this our school numbers fluctuate – typically around 70 students at any given time.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	11	17	18
Year 4 – Year 7 Primary		11	12
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
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

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

- Ability levelled reading classes from 9:00a.m. to 9:30a.m. Monday to Thursday (classes reviewed each term)
- Ability levelled spelling classes from 9:30a.m. to 10:00a.m. Monday to Thursday (classes reviewed each term)
- Ability levelled mathematics foundation skills classes from 11:45a.m. to 12:15p.m. Monday to Thursday (classes reviewed each term)
- Curriculum into the Classroom implemented in English, Mathematics, Science, History and Geography aligned to the Australian Curriculum and planned by Education Queensland.
- Collaboratively planned and intellectually challenging units of work for the subjects: HPE, LOTE, SOSE, The Arts and Technology. All units are aligned to the Queensland Curriculum Assessment and Reporting Framework.
- Specific pedagogical practices to meet our student needs – explicit teaching, warm-ups, tailored whole school reading program, Writing On Demand, Daily Editing
- Specific Foundation Learning Programs to enhance our students' literacy skills – Jollyphonics, Spelling Mastery, Reading Mastery, Cars/Stars
- Comprehensive Learning Support Programs with skilled Learning Support Teachers/Teacher Aide focused on improving reading outcomes
- **Mandarin** offered for Year 5 - 6 students
- Reef Guardian environmental sustainability embedded across the school.



Reef Guardian Ripples of Change

Students presented with a Reef Guardian – Ripples of Change award for excellence in sustainability practices.



Improved Extra-Curricula Activities

Hamilton Island State School Leadership Program - Sailing

Extra curricula activities

- Under 8's day
- Leadership Sailing Program (Terms 2 and 3) – Years 4 to 7
- School camp – to Capricorn Caves, Rockhamptonj (Term 3)
- Fortnightly Electives (gardening, art and craft, cooking, sports, Spanish, ukulele, guitar, choir, animals and wildlife studies and a science group)

We also have developed close partnerships with the Hamilton Island Sports Club and Concessionaire businesses to offer the following activities to our students before and after school:

Karate, little athletics, tennis, swimming, touch football, hip-hop, drama club, dance club and netball.

How Information and Communication Technologies are used to assist learning

Hamilton Island State School in conjunction with our P&C have a strong reputation for being an 'advanced ICT' school. We have invested a considerable amount of time and money over the past two years to purchase the latest hardware and software to motivate and engage our students in 21st century learning. Hamilton Island State School is equipped with the latest in interactive data projectors, laptops, Ipads, Apple TV and digital cameras being accessible in all classrooms by all students. The school is fully networked and all classrooms have access to high speed 4th generation wireless internet.

Our students currently have access to the following device ratios:

- Interactive whiteboard in each classroom
- Ipad ratio of 1:1 for students in year 3 to 6 and 1:3 for students in prep to Year 2.
- Laptop ratio of 1:3 students

Programs are also used to assist students with English, Mathematics and Science:

- Fitzroy Readers Apps on the Ipads

- Various applications are installed on each Ipad to enhance learning opportunities or consolidate the key skills taught.
- Reading Eggs
- Mathletics
- ACER PAT testing (English, Mathematics and Science)

Social Climate

At Hamilton 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:

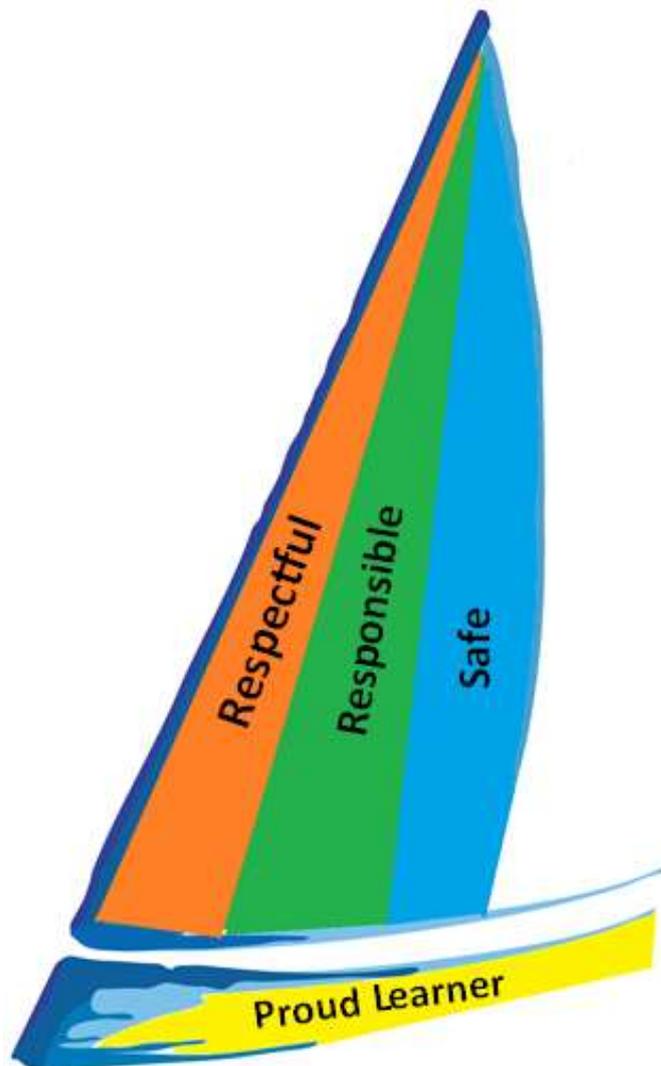
- Be a Proud Learner who is:
- Respectful
- Responsible
- and Safe

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.

Student Leadership:

Leadership qualities are strongly emphasised in students here at Hamilton Island State School. Students are continually encouraged to be organised, show initiative, treat people fairly and display courage by "giving things a go". Students were encouraged to consider themselves "ambassadors" of the school whenever they are in uniform and be great role models to other children. Each year all our student leaders are eligible to apply to be included in the Hamilton Island State School Sailing Leadership Program.

Further leadership programs provide students in Year 5, 6, and 7 with opportunities to develop leadership skills and contribute to school decisions. Peer leaders and student leaders assist the Early Years students with games and social skills as well as raising funds for a nominated charity.



Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
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)	96%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	96%	100%
their child is making good progress at this school* (S2004)	100%	96%	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%	96%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	94%
teachers at this school treat students fairly* (S2008)	96%	96%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	94%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	94%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	96%	92%	81%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	90%	100%	100%
they like being at their school* (S2036)	100%	94%	100%
they feel safe at their school* (S2037)	90%	89%	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)	90%	82%	92%
they can talk to their teachers about their concerns* (S2042)	70%	94%	100%
their school takes students' opinions seriously* (S2043)	100%	82%	96%
student behaviour is well managed at their school* (S2044)	80%	82%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	90%	88%	96%
their school gives them opportunities to do interesting things* (S2047)	100%	94%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		80%	83%
their school gives them opportunities to do interesting things (S2079)		100%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the 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

At Hamilton Island State School we strongly value the partnerships we have with our parents and broader school community. Parents and caregivers at Hamilton 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 our parents are well informed and involved in our school. These include:

- Reporting to our parents and citizens association monthly
- Classroom open days at the beginning of the year to welcome parents into their new year level and to find out about the curriculum, expectations and routines of their child's new class.
- Parent teacher conferences twice per year
- Parent handbook available on the school website
- Monthly school newsletters
- Fortnightly assemblies
- School website
- Display of current units of work and expectations
- Parent conferences in identified areas of the school improvement agenda.

Parents are also encouraged to be partners in their child's education through:

- Active membership in our parents and citizens association
- As classroom volunteers in morning reading classes and magic words
- By attending curriculum culmination activities
- Providing voluntary support and supervision on class excursions
- Supporting students with Special Needs
- Support teachers in delivering extra-curricular activities in their particular area/s of expertise



Reducing the school's environmental footprint

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	29,458	176
2012-2013	25,960	84
2013-2014	28,440	168

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.

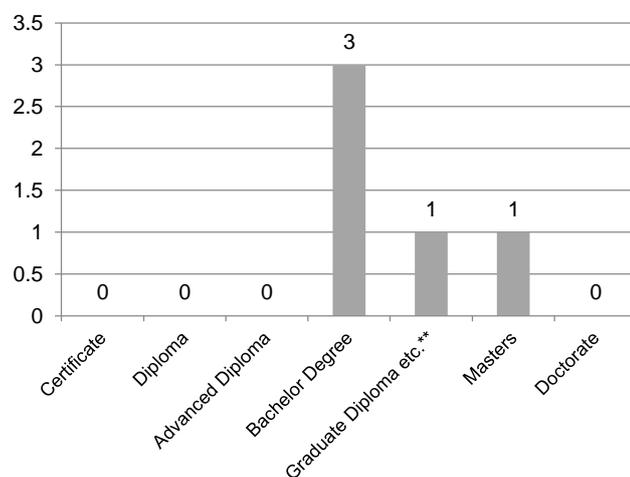
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	5	6	0
Full-time equivalents	5	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	1
Masters	1
Doctorate	0
Total	5



*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 2014 were \$13,206.40

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Reading & Writing
- Hamilton Island State School Pedagogical Framework - Explicit Instruction
- School Wide Positive Behaviour Support – Essential Skills for Classroom Management
- Coaching and mentoring for all teaching and non-teaching staff

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	98%	99%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 56% of staff was retained by the school for the entire 2014 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

Search by suburb, town or postcode

Sector Government
 Non-government

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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	91%	90%

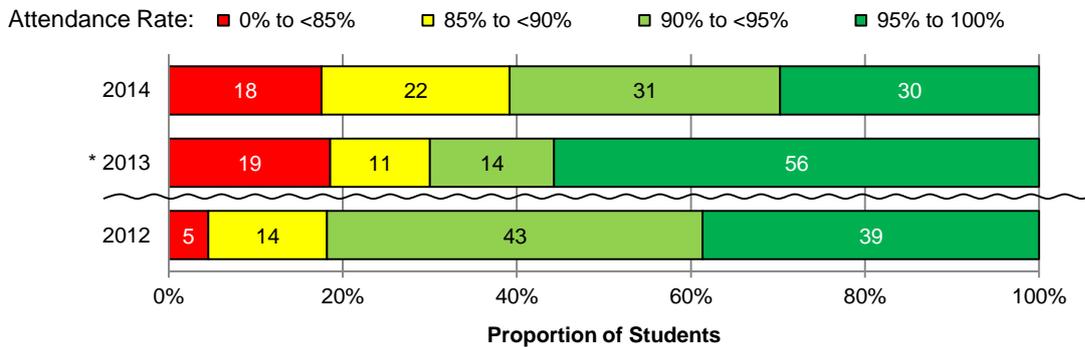
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	92%	92%	96%	94%	94%	DW	95%
2013	89%	91%	95%	95%	89%	82%	96%
2014	88%	89%	91%	90%	80%	95%	91%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

At Hamilton Island our community and school belief is 'Every student matters, every lesson, every day and every student will be a high achiever'. Student attendance is monitored in alignment with the DET policies. The administration team, follow strict school policies around monitoring and following up student absences. For more information refer our school's attendance policy on our website.

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/>.

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Achievement – Closing the Gap

At Hamilton Island State School we are aware and endorse the 'Closing the Gap' strategy for Indigenous students. We currently have no indigenous enrolments at the school; however we are prepared to implement any necessary provisions to support Indigenous learning outcomes.