



Hamilton 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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From the Principal

School overview

At Hamilton Island State School we pride ourselves on providing quality education for students from Prep to Year Six. Our school community is dedicated towards achieving excellent results for our students and school. Teaching and learning encompasses the eight learning areas of the Australian Curriculum: English, Mathematics, Science, Humanities and Social Sciences, Technology, Health and Physical Education, the Arts and Japanese. Students are supported to reach and surpass school learning benchmarks through data informed teaching and learning inquiry cycles.

We believe that our school community has a shared responsibility to maintain strong, positive relationships to support academically and socially competent students who are lifelong learners and custodians of the environment. We hold high expectations for our students both in their school work and behavior through our climate of Positive Behaviour for Learning (PBL). These expectations are complemented by our school rules: Be safe, Be responsible, Be respectful and Be a proud learner. We call these 'The Hamilton Island Way'.

We are a Reef Guardian school and take action to protect our unique island environment. We reduce, reuse, recycle and embed the cross curriculum priority of Sustainability in our daily routines. Our elective program provides students in Years 3-6 the opportunity to learn how to sail through Sailing Australia's Tackers program. Our two house teams, The Humpbacks (red) and The Manta Rays (yellow), engage in swimming, athletics, cross country and spelling bee competitions throughout the year.

Our student leadership program is well established. Our school captains are supported by house captains and vice-captains, allowing for our students to be part of fundraising initiatives at the local level and support a wide range of community events.

Our school is supported by volunteers through our active Parent and Citizens Association who provide our school with generous financial contributions that benefit all students and staff at our school.

School progress towards its goals in 2018

Hamilton Island State School remained committed to a strong school improvement agenda whilst targeting the key priorities established in the 2018 Annual Implementation Plan (AIP). These were:

- Teacher quality – Develop the professional knowledge and practice of all staff
- Know learners and meet learner's needs – Utilise age appropriate pedagogies and data analysis to meet the diverse learning needs of learners
- Principal leadership and performance – Use peer observations, instructional coaching and community of practice to improve teaching practices

Future outlook

Hamilton Island State School has developed initiatives and staff development opportunities that work towards the following sharp and narrow focus for future development:

- 100% of our students reaching National Minimum Standard in Writing
- Increasing our Upper 2 Bands (U2B) in writing to 40%
- 100% of students at a C or above in all Key Learning Areas

Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	62	56	50
Girls	22	20	11
Boys	40	36	39
Indigenous			
Enrolment continuity (Feb. – Nov.)	97%	82%	82%

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 student body of Hamilton Island State School are predominately from families who are employed by Hamilton Island Enterprises (HIE). Most students reside in staff accommodation and therefore live in close proximity to each other. Cyclone Debbie (2017) continues to impact student enrolment as HIE family accommodation is limited. Our students come from all corners of Australia as well as from overseas including the Philippines and Thailand.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	20	14	19
Year 4 – Year 6	20	7	17
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

Hamilton Island State School implemented Curriculum into the Classroom (C2C) units aligned to the Australian Curriculum throughout 2018.

- Implemented English, Mathematics, Science, History, Geography, The Arts, HPE, Japanese and Technology
- Uninterrupted literacy and numeracy blocks

- Students used iPads or laptops to access Mathletics, Reading Eggs, Scratch and research tasks
- Data informed teaching and learning inquiry cycles to improve student achievement

Co-curricular activities

Extra curricula activities

- Literacy and Numeracy Week activities (including book character parade)
- ANZAC Day dawn service
- Science Week activities
- Reef guardian Eco-challenge at Cannonvale foreshore
- Sailing program – Tackers
- Rugby coach visit – eight week program
- Year Six camp to Capricorn Caves
- Year Four camp to Bredl's Wild Farm/Proserpine Museum/Cannonvale
- Spelling Bee
- Athletics and Swimming carnivals
- Under Eight's Day

How information and communication technologies are used to assist learning

Information and Communication Technologies are used to assist learning at Hamilton Island State School with a student to computer ratio of 2:1 and student to iPad ratio of 2:1. 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 classrooms. Students used a wide range of programs and online resources such as Reading Eggs, Mathletics, Scratch, Photo Story, Excel, PowerPoint and Microsoft Word.

Social climate

Overview

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. Positive Behaviour for Learning was introduced in semester two and will continue to be embedded into our daily routines. Our students follow 'The Hamilton Island Way':

- Be safe
- Be respectful
- Be safe
- Be a proud learner

We complement the work by parents 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 and have a 'Focus of the Week' to explicitly teach appropriate behaviours. Parents and students both agree that the school on Hamilton Island is a wonderful place to learn.

Parent, student and staff satisfaction

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

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)	89%	100%	100%
• this is a good school (S2035)	100%	89%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• 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)	89%	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)	89%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	88%
• teachers at this school treat students fairly* (S2008)	100%	89%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	89%	89%	88%
• this school takes parents' opinions seriously* (S2011)	67%	89%	88%
• student behaviour is well managed at this school* (S2012)	100%	89%	88%
• this school looks for ways to improve* (S2013)	78%	89%	88%
• this school is well maintained* (S2014)	100%	89%	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)	100%	100%	92%
• they like being at their school* (S2036)	100%	93%	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)	100%	93%	100%
• they can talk to their teachers about their concerns* (S2042)	89%	93%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	100%
• student behaviour is well managed at their school* (S2044)	100%	93%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	67%
• they feel that their school is a safe place in which to work (S2070)	89%	100%	100%
• they receive useful feedback about their work at their school (S2071)	56%	100%	67%
• 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%	50%
• staff are well supported at their school (S2075)	33%	100%	67%
• their school takes staff opinions seriously (S2076)	67%	100%	67%
• their school looks for ways to improve (S2077)	67%	100%	100%
• their school is well maintained (S2078)	89%	80%	100%
• their school gives them opportunities to do interesting things (S2079)	88%	100%	80%

* 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

At Hamilton 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:

- Parent information session
- Termly curriculum letters
- Reporting to our Parents and Citizens Association each term
- Parent teacher interviews twice per year
- School newsletters, website and facebook
- Parent conferences to discuss and set Individual Learning Plans

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

- Active membership in our Parents and Citizens Association
- Volunteering for guided reading or library borrowing
- Providing voluntary support and supervision on class excursions
- Support teachers in delivering extra-curricular activities in their particular area/s of expertise.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The Australian Curriculum: Health Curriculum into the Classroom units compliment these programs to focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. The introduction of Positive Behaviour for Learning (PBL) has informed whole school behaviour expectations.

Our “Focus of the Week” program also focuses on building respectful relationships:

- Being responsible
- Looking at the speaker
- Using my initiative
- Independence
- Responding to instruction
- Being a good sport
- Keeping to yourself
- Being resilient
- Giving and receiving compliments
- Using a peaceful voice

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

Hamilton Island State School continues to be a proud Reef Guardian school. The principles of reduce, reuse and recycle are embedded into our everyday routines e.g. recycling bins in every classrooms, compost bin in playground, photocopying is minimised and back to back copying expected. Air conditioners are used only in summer months.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)		40,662	
Water (kL)	294	403	212

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.

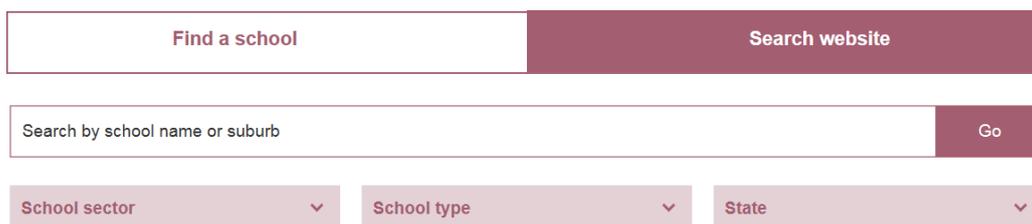
School funding

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.



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



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



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	5	6	0
Full-time equivalents	4	3	0

*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
Doctorate	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	4
Diploma	
Certificate	

*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 2018 were \$4 563.78.

The major professional development initiatives are as follows:

- Positive behaviour for learning
- Curriculum planning, assessment and reporting
- Observation, coaching and feedback
- Literacy continuum
- Age-appropriate pedagogies
- Explicit teaching

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

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%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 52% of staff were retained by the school for the entire 2018.

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	94%	95%	93%
Attendance rate for Indigenous** students at this school			

* 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

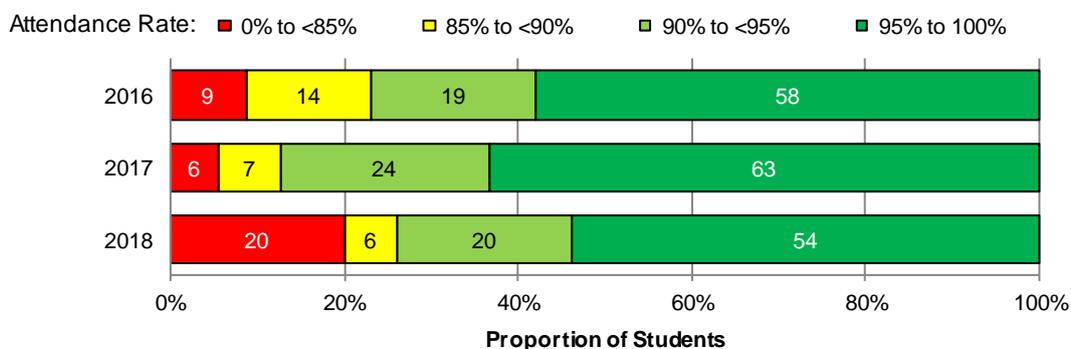
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	96%	96%	95%	Year 7			
Year 1	93%	92%	88%	Year 8			
Year 2	95%	97%	94%	Year 9			
Year 3	93%	93%	91%	Year 10			
Year 4	95%	97%	95%	Year 11			
Year 5	91%	97%	94%	Year 12			
Year 6	94%	91%	94%				

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.

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. Rolls are marked twice daily – each morning and after second break. The Small Schools Business Manager (SSBM) contacts parents on the same day that a student is absent to ensure no unexplained absences.

At Hamilton Island State School “Every Day Counts” is the message communicated to parents regarding student attendance via information sessions, website news articles, newsletters and face-to-face conversations. Students receive attendance awards and attendance data information is displayed in the classroom. Rewards days are held on the last day of each term to reward high attendance and discourage early holiday departures.

Attendance at school is high when the students are on the island, but as some student’s parents are unable to take holidays over the school holiday periods due to high occupancy at the resort, parents often take their children on holidays during the school term. If this occurs, students are supported in their ongoing learning.

NAPLAN

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.

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 'NAPLAN' to access the school NAPLAN information.

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

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.