Magnetic 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

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School Overview

Magnetic Island is a popular tourist destination, located 8km off the coast of Townsville and is easily accessible by a 20 minute ferry ride. The island is predominantly National Park with 4 main residential areas: Picnic Bay, Nelly Bay, Arcadia and Horseshoe Bay. The school is located in Nelly Bay, a 10 minute walk from the ferry terminal. It is a coeducational school catering for Prep to Year 6 students. It is the only primary school on the island and secondary students must travel to the mainland.

The school motto is 'Achievement Through Effort' and the Mission Statement is 'All students can achieve high standards given the right time and support'. We believe it is the responsibility of all school community members to respect one another in providing a safe, caring environment which enhances individual learning and potential. Performance data collected indicates that student performance is good with averages at or above state and national benchmarks. The school is supported by a strong and active community and by various businesses on the island. It is staffed by an extremely satisfied and professional group of people.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

Student Performance

- ✓ Strong percentage of NAPLAN targets was achieved
- ✓ Whole School Curriculum Plan – achieved
- ✓ NAPLAN Plan for Whole School – achieved
- ✓ Consolidate LEM Phonics Program across the school - embedded
- ✓ Strong attendance achievement – embedded
- ✓ LOA data – improved
- ✓ Coaching and Mentoring framework - developed

School Curriculum

- ✓ Embed an Explicit Instruction model in every classroom – Fullan and Sharratt
- ✓ Teach the Australian Curriculum and adapt the C2C resources into everyday planning and delivery
- ✓ Striving for high expectations with a focus on maximising students' potential in spelling, reading and writing
- ✓ Learning Goals for every student across the school
- ✓ Work as a team to make more informed decisions (using school based data) to improve every child's learning outcomes through Student Achievement Meetings
- ✓ Case Management Meetings to target students and improve outcomes
- ✓ School based programs are used across the school including a Whole School Assessment Plan

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Student, Family and School Community Relationship

- ✓ Staff Development and Performance Plans implemented
- ✓ Principal PPDP
- ✓ Develop stronger community relationships
- ✓ Promote and network with Family Support Services

Future Outlook

Magnetic Island State School key priorities for 2017 are:

- Successful learners – strengthen learners' ability to write independently
- Build assessment literate learners
- Build quality teaching and learning through coaching and mentoring

State and Regional Priorities

Every Student Succeeding State Schools Strategy 2016-2020

- Successful Learners
- Teaching Quality
- Principal Leadership and Performance
- School Performance
- Regional Support
- Local Decision Making

NQR Priorities 2017

- Build Principal's and other Leaders' instructional leadership
- Build the capability of every teacher and leader to be an expert in the teaching and assessing the curriculum
- Developing strong collaboration between schools/regional teams and other agencies to develop effective practice and drive improvement.

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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	193	99	94	23	87%
2015*	152	80	72	11	88%
2016	143	78	65	11	91%

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

Magnetic Island State School's ICSEA index for 2016 was 1015 with 75% living within this range. Magnetic Island is made up of various cultural backgrounds. The majority of families are long-term permanent residents and many commute to the mainland for work. A smaller number own or work in local businesses on the island. Families tend to move onto the mainland to support their children in their secondary years. The enrolment trend was fairly stable until the removal of Year 7. This reduced not only our overall numbers but also was the catalyst for more families to move to town, with a resulting loss of sibling students.

- ✓ 8% of students identify as Indigenous
- ✓ 4% of students identify as students with a disability
- ✓ 3% speak a Language Other than English
- ✓ Broad mixture of single income, two income and no income families

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Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	25	22	22
Year 4 – Year 7	25	20	28
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

- ✓ Peer Support Program
- ✓ School Wide Positive Behaviour for Learning
- ✓ Year 5/6 Prep Buddies Program
- ✓ NAIDOC Week
- ✓ Kitchen Gardening Program
- ✓ Instrumental Music Program
- ✓ Reef Guardian School – Marine Education
- ✓ ICAS – English, Maths, Science
- ✓ LEM Phonics Program

Co-curricular Activities

- ✓ Obi Geia Challenge – Rugby League with Palm Island
- ✓ Cathy Freeman Netball Competition with Palm Island
- ✓ Inter-school Athletics, Cross Country and Swimming competitions
- ✓ Instrumental Music Concert
- ✓ Band workshops and weekly performances
- ✓ Private Music Lessons
- ✓ Sporting Schools Program
- ✓ After The Bell before and after school care
- ✓ After The Bell Vacation Care Program
- ✓ Persuasive Speech Competition sponsored by Rotary
- ✓ Japanese Speech Competition
- ✓ F1 in Schools Expo
- ✓ World Oceans Day

How Information and Communication Technologies are used to Assist Learning

Magnetic Island State School is increasing its accessibility to technology. Currently the school has a ratio of 1 computer for every 3 children which is above the recommended ratio of 1:5 computers for children in state schools. The school demonstrates effective use of digital technologies in everyday practices to prepare students for the demands of an ever-changing world, to achieve powerful learning and teaching, and improve learning, teaching and administration. All students have access to computers, iPads and cameras to promote learning. Teachers use computers, IWBs, ipads and Point 2 View cameras and to enhance learning. Each learning space has a 152cm TV. Assessment Tasks often involve multi-modal presentations and are incorporated across the curriculum. At the end of 2016, the school invested in broadband upgrade, and purchased 18 new laptops.

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Social Climate

Overview

Magnetic Island State School fosters fulfilment and personal success in a caring environment. The school conducts a Peer Support Program to teach life-long skills about Sense of Self, Connectedness, Resilience and Relationships. This program involves Year 5 and 6 students, under the supervision of class teachers, leading small groups and conducting lessons with a mix of students across the 7 year levels, on a weekly basis. Topics include elements such as respect, resilience, perseverance, friendship and doing your best. Leaders report back to class teachers to address any concerns or issues that may be raised within the group activities and feedback is given to the students after every lesson. The Peer Support Program develops effective leadership skills in Year 5 and 6 and encourages positive relationships across all year levels.

The Positive Behaviour for Learning (PBL) was introduced and the Preparation Phase was begun in 2014. A focus on a school-wide system promoting and reinforcing positive behaviours has already been effective in improving behaviour outcomes. In 2015 SWPBL went into the Teir 1 phase where a whole school approach was implemented to create a positive school culture in which pro-social student behaviours are taught and reinforced. All staff respond to the problem behaviours in a consistent manner. Strategies were designed using evidence-based practices.

The school is supported in its operations by a strong and active parent body. We possess a large group of parent volunteers who assist in school programs on a daily basis e.g. reading, maths, group activities, excursions etc. Our volunteer group consists of several senior citizens (who have no direct relationship with students within the school), committing their services on a regular basis. The school is also supported by various businesses and volunteer organisations such as Rotary on the island, further strengthening the ties between the school and its community.

The data in the following tables is based on the School Opinion Survey. Until 2015 this survey was distributed in paper form and collected by the school. It is now online, and the school has no way of knowing if anyone has completed it. In 2016, responses were very favourable in many indicators.

Parent, Student and Staff Satisfaction

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)	93%	63%	100%
this is a good school (S2035)	87%	88%	100%
their child likes being at this school* (S2001)	93%	88%	89%
their child feels safe at this school* (S2002)	93%	100%	100%
their child's learning needs are being met at this school* (S2003)	93%	63%	88%
their child is making good progress at this school* (S2004)	87%	75%	89%
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)	87%	100%	89%
teachers at this school motivate their child to learn* (S2007)	87%	75%	94%
teachers at this school treat students fairly* (S2008)	79%	50%	94%

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Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
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)	87%	88%	88%
this school takes parents' opinions seriously* (S2011)	80%	57%	82%
student behaviour is well managed at this school* (S2012)	64%	38%	65%
this school looks for ways to improve* (S2013)	85%	88%	88%
this school is well maintained* (S2014)	93%	100%	94%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	89%	79%	81%
they like being at their school* (S2036)	80%	67%	87%
they feel safe at their school* (S2037)	79%	82%	75%
their teachers motivate them to learn* (S2038)	98%	89%	92%
their teachers expect them to do their best* (S2039)	95%	95%	98%
their teachers provide them with useful feedback about their school work* (S2040)	93%	90%	94%
teachers treat students fairly at their school* (S2041)	74%	68%	77%
they can talk to their teachers about their concerns* (S2042)	77%	58%	79%
their school takes students' opinions seriously* (S2043)	80%	63%	75%
student behaviour is well managed at their school* (S2044)	51%	49%	61%
their school looks for ways to improve* (S2045)	89%	85%	85%
their school is well maintained* (S2046)	75%	79%	81%
their school gives them opportunities to do interesting things* (S2047)	74%	85%	82%

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%	94%	100%
they receive useful feedback about their work at their school (S2071)	96%	88%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	100%	91%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	93%	94%
student behaviour is well managed at their school (S2074)	100%	93%	94%
staff are well supported at their school (S2075)	100%	100%	89%
their school takes staff opinions seriously (S2076)	96%	100%	89%
their school looks for ways to improve (S2077)	100%	100%	100%

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school is well maintained (S2078)	96%	100%	94%
their school gives them opportunities to do interesting things (S2079)	88%	100%	89%

* 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

Magnetic Island State School enjoys a very positive relationship with its parent body. School community relations data indicates that parents surveyed believe they can talk to their child's teacher about their concerns and trust that the teachers have high expectations of all students.

Many opportunities exist for parents to be involved in student learning. They include:

✓ Helpers in the Classroom
✓ Guest Speakers
✓ Helper/Volunteers on school camps, excursions - e.g. cultural, sport
✓ Fortnightly newsletters
✓ Sporting Schools Program
✓ Attendance at parades
✓ Parent/ Teacher interviews
✓ Participants in NAIDOC & other celebrations
✓ Kitchen Food Garden volunteer
✓ Library volunteer
✓ P & C meetings, functions, activities
✓ Special Morning Teas

As a small, semi- isolated island community, our school family is well known to each other. It includes current students, former students, current families, former families, friends of staff and families, in fact pretty much most of the island's population. The fortnightly newsletter is distributed electronically to current families, who also nominate extended families for inclusion on the distribution list (e.g. grandma receives it as well). Hard copies of the newsletter are circulated within the community such as the waiting room at the doctor's surgery and the reception area of the care house for seniors. Articles are also sent to the island's only newspaper who regularly reports on good news stories from the school.
Our school is proud of the involvement that our parents have in their child's education. Most parents visit the school for some reason most weeks of the year. Former students are encouraged to complete work experience here, and other local community groups (e.g. Boot Camp) use the school facilities out of hours.

Respectful relationships programs

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

The school conducts a Peer Support Program to teach life-long skills about Sense of Self, Connectedness, Resilience and Relationships. This program involves Year 5 and 6 students, under the supervision of class teachers, leading small groups and conducting lessons with a mix of students across the 7-year levels, on a weekly basis. Topics include elements such as respect, resilience, perseverance, friendship and doing your best.

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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	29	13	11
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	1	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

Magnetic Island State School has been making a concerted effort to reduce its environmental footprint. The water consumption has been monitored closely as a result of Council's enforced water restrictions. Some unfortunate water leaks, mainly in the pool, resulted in an increase during the 2014-2015 period. These have now been fixed. Results to date for 2016 have reduced this number back to an acceptable level. Electricity consumption has been reduced through effective use of tariffs. The school purchased solar panels installed through the Solar City program and the results can be seen in the 2014-2016 figures.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	97,278	9,936
2014-2015	76,001	15,450
2015-2016	31,680	15,280

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

School name   GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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	12	9	0
Full-time Equivalents	10	5	0

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Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	0
Graduate Diploma, etc.**	2
Bachelor degree	10
Diploma	0
Certificate	9

*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 $18,796.11.

The major professional development initiatives are as follows:

- ✓ LEM
- ✓ Seven Steps to Writing
- ✓ PBL
- ✓ Profiling
- ✓ Beginning Teachers' workshops
- ✓ C2C Languages
- ✓ Supporting Students with Disability (T/Aides x 9 modules)
- ✓ PLC – Principal, HOC
- ✓ Mindfulness
- ✓ Finance & Facilities management
- ✓ Principal forums – regional & state
- ✓ First Aid & CPR
- ✓ Mandatory training modules
- ✓ Interschool professional meetings
- ✓ Leaders Leading Leaders Professional Development

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

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%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 62% of staff was retained by the school for the entire 2016.

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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).	91%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	87%	88%

*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	94%	91%	90%	90%	88%	95%	93%	92%					
2015	92%	93%	92%	92%	90%	92%	89%						
2016	92%	91%	94%	87%	93%	90%	89%						

*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:
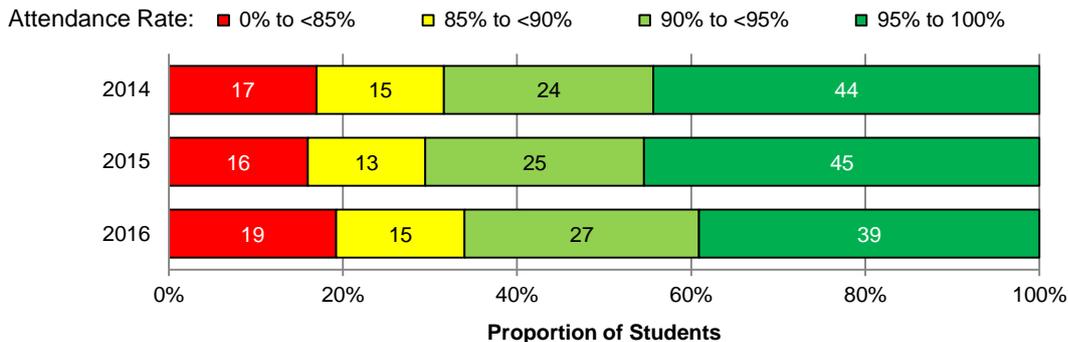
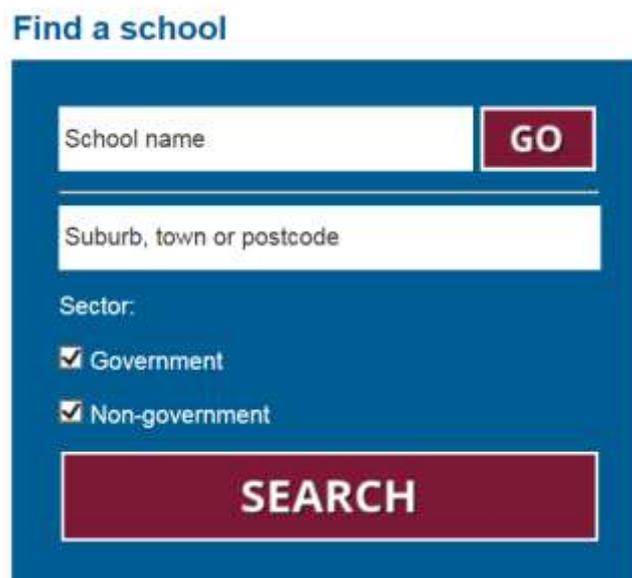**Description of how non-attendance is managed by the school**

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.

- ✓ Same day Absence Notification is in effect
- ✓ Electronic roll marking is used everyday
- ✓ Absenteeism is analysed and followed up with parents after 1 or 2 days
- ✓ Consistant absenteeism patterns are managed in accordance with the DET procedures and with the support of the Adopt-A-Cop

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.**

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.