



Magnetic Island State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

Magnetic Island State School is proudly situated on Yunbenun, a part of the traditional land of the Wulgurukaba people, which is known as Magnetic Island. Our school is uniquely situated within the World Heritage-listed Great Barrier Reef Marine Park with an extraordinary landscape of rocky terrain and giant boulders, covered with eucalypt woodlands and majestic hoop pines. We are a tropical island paradise surrounded by secluded bays and golden beaches. With 23 beaches and bays and just a 20 minute ferry ride from Townsville, Magnetic Island has the natural beauty and serenity of an untouched paradise within a thriving community. Over two-thirds of Magnetic Island is classified as National Park, providing a haven for native wildlife including rock wallabies, koalas, possums and more than 100 different bird species.

At Magnetic Island State School, we believe that all students should have access to the best educational opportunities and outcomes possible. We strive to create a culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student needs and interests. We have high expectations and celebrate successes with the whole school community. We acknowledge the importance of partnerships between parents and carers, communities and schools to promote student learning and success.

Magnetic Island State School envisions all young people to be respectful, responsible and safe.

To support our students in living these values, our school community will:

- Value and celebrate individual achievements;
- Value and celebrate our differences; and
- Promote and encourage proactive, responsible citizens in behaviour, in learning and in life.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be respectful;
- Be responsible; and
- Be safe.

At Magnetic Island State School, we believe:

- Learning is a life-long process;
- Learning occurs best within a supportive, stimulating and challenging environment that develops self-esteem, fosters a love of learning and recognises students individual needs and abilities; and
- Quality learning outcomes are enhanced when there is a shared responsibility between the school and the community.

School Vision: All students can succeed.

Mission: Magnetic Island State School will be a positive and supportive school empowering students to be the best that they can be. Students, staff, parents, carers and community members will work together to foster an outstanding academic, creative and environmentally sustainable learning environment.

Principal's Foreword

Introduction

Welcome to Magnetic Island State School's 2017 Annual School Report. In this report, you will find information about some of the highlights of 2017 and the continuing improvement of student outcomes across the school. This report includes information about our students, staff, the curriculum and the extra-curricular programs that are offered at our school.

School Progress towards its goals in 2017

Key Priorities for 2017

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

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 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.

Future Outlook

Magnetic Island State School Improvement Priorities 2018

To build on our positive school culture of engaging learning that continues to improve student outcomes aligned with the Australian Curriculum. Students, staff, parents, carers and community members will work together to foster an outstanding academic, creative and environmentally sustainable learning environment.

Our 2018 explicit improvement agenda:

- Align the teaching, assessing and reporting of the Australian Curriculum across the school.
- Ensure consistency in the teaching of reading, spelling and writing across the school.
- Enhance student learning and wellbeing through partnership with families and community and further promoting our school's Positive Culture for Learning.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	152	80	72	11	88%
2016	143	78	65	11	91%
2017	134	67	67	7	88%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Magnetic Island State School is in the unique position of catering for a population that resides on an island eight kilometres off the eastern coast of Australia. Although the island is a suburb of Townsville, the constraints placed on travel between the island and the resources of that city mean that the community experiences many of the isolation factors associated with more remote communities. The Index of Community Socio-Educational Advantage (ICSEA) value sits at 1015, with 1000 being the average ICSEA value. Five per cent of students identify as Aboriginal and/or Torres Strait Islander and twelve percent of students have English as an additional language, with ten different language groups represented. Three percent of students have an education adjustment program; in 2017, six per cent of the student body had endorsed individual curriculum plans.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	22	22	21
Year 4 – Year 6	20	28	18

Curriculum Delivery

Our Approach to Curriculum Delivery

Magnetic Island State School Improvement Priorities 2018

To build on our positive school culture of engaging learning that continues to improve student outcomes aligned with the Australian Curriculum. Students, staff, parents, carers and community members will work together to foster an outstanding academic, creative and environmentally sustainable learning environment.

A Culture That Promotes Learning

- Peer Support
- Positive Culture for Learning Framework
- A focus on our special local environment
- Stephanie Alexander Kitchen Garden
- Reef Guardian Schools
- Strong Community Engagement

High Expectations and Excellent Classroom Practice

- At MISS, we believe that every student can succeed and every student will succeed;
- Every Day Counts – attendance at or above 95%;
- Students and staff on time and well prepared;
- Embed Positive Culture for Learning;
- Expect excellent behaviour;
- Ensure a supportive school environment and differentiate for individual needs;
- Use the data to inform your practice;
- Ensure adequate resources;
- Explicitly teach every lesson;
- High quality, organised classroom display; and
- Excellent handwriting and presentation.

Strong Relationships

- Students are safe, have trust, respect and feel valued;
- Value and celebrate individual achievements;
- Value and celebrate our differences;
- Promote and encourage proactive, responsible citizens in behaviour, in learning and in life;
- Provide proactive support through the implementation of the Peer Support program;
- Ensure that parents and carers feel welcome and informed;
- Speak positively and focus on the great things happening;
- Actively participate and be involved in our school community;
- Embrace and celebrate diversity;
- Share ideas and work as a team;
- Be aware of personal issues and be empathetic; and
- Make time for colleagues and self.

Visible Learning

Visible Learning—every member of the school community is actively engaged and participating in the learning (Hattie, 2008). To make our learning visible at Magnetic Island State School, we ensure that artefacts and displays are in each classroom, aligned to curriculum being taught to assist with every student succeeding. Our Learning Walls include:

- What do students need to KNOW and DO?
- Modelled response/collaborative samples (“We Do” samples)
- Guide to making judgments

MISS Explicit Teaching Framework (Archer 2011)

- “I do, You do, We do” (Gradual Release Model of Responsibility)
- The goal of guided instruction in the gradual release of responsibility model is to guide students toward using different skills, strategies and procedures independently. The student will assume more responsibility with less support from the teacher. The use of the metalanguage of the learning area shifts from teacher to student.

Co-curricular Activities

- Peer Support
- Obi Geia Challenge – Rugby League Palm Island
- Cathy Freeman Netball (Palm Island)
- Inter-school Athletics, Cross Country and Swimming competitions
- Instrumental Music
- Concert Band workshops and performances
- Private Music Lessons
- Sporting Schools Program
- After The Bell after school care
- Japanese Speech Competition
- F1 in Schools Expo
- World Oceans Day
- National Tree Day
- National Day of Action Against Bullying and Violence
- Clean Up Australia Day
- Walk Safely to School Day
- Funky Hair Day (Shave For a Cure)
- Stephanie Alexander Kitchen Garden
- Day For Daniel
- CBA Start Smart Program
- Cowboys Try For Five
- Book Week Make a Wish Fundraiser
- Electricity Safety Heroes program
- Lunchtime Visual Arts Projects

How Information and Communication Technologies are used to Assist Learning

Magnetic Island State School is increasing its accessibility to technology. Information and Communication Technologies are used across all year levels across all learning areas. Currently the school has a computer lab, with 28 desktops, 17 iPads and 33 laptops are shared amongst the classes. Each learning space in the school has access to screens for supporting teaching and learning in the school.

Social Climate

Overview

At Magnetic Island State School, all students should have access to the best educational opportunities and outcomes possible. We strive to create a culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student needs and interests. We communicate high expectations and successes to the whole school community through parades, newsletters, school website and social media opportunities.

Magnetic Island State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

At Magnetic Island State School, all staff and students engage with the Peer Support Program. This program is an evidence-based peer led approach to enhance the mental, social and emotional wellbeing of young people. The peer-led groups occur weekly across the school, as well as being used organizationally for special activities during the school year.

Peer Support is used at Magnetic Island State School to develop the following skills:

<ul style="list-style-type: none"> • Communication • Critical thinking • Coping • Planning • Negotiating • Leadership skills 	<ul style="list-style-type: none"> • Problem Solving • Monitoring stress • Conflict resolution • Decision making • Resilience • Anti-bullying strategies 	<ul style="list-style-type: none"> • Refusal • Empathy • Assertiveness • Relationship building • Interpersonal skills • Values clarification
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At Magnetic Island State School, we use an evidence based, whole school framework to establish positive behaviours for learning. The first step in facilitating and promoting high standards of positive behaviour is communicating those standards to all students. At Magnetic Island State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students to encourage high expectations for positive behaviour and schooling success. Staff engage in active supervision at all times which requires focused attention and intentional observation. This constant vigilance helps children to learn safely. This is monitored through classroom observation and behaviour data collection. Further specialised strategies are implemented for students who may require further support and intervention to achieve school success. Our school community have agreed on the following school rules: Be Respectful, Be Responsible and Be Safe.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	63%	100%	83%
this is a good school (S2035)	88%	100%	89%
their child likes being at this school* (S2001)	88%	89%	89%
their child feels safe at this school* (S2002)	100%	100%	94%
their child's learning needs are being met at this school* (S2003)	63%	88%	83%
their child is making good progress at this school* (S2004)	75%	89%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	89%	88%
teachers at this school motivate their child to learn* (S2007)	75%	94%	76%
teachers at this school treat students fairly* (S2008)	50%	94%	83%
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)	88%	88%	78%
this school takes parents' opinions seriously* (S2011)	57%	82%	73%
student behaviour is well managed at this school* (S2012)	38%	65%	78%
this school looks for ways to improve* (S2013)	88%	88%	93%
this school is well maintained* (S2014)	100%	94%	83%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	79%	81%	93%
they like being at their school* (S2036)	67%	87%	98%
they feel safe at their school* (S2037)	82%	75%	93%
their teachers motivate them to learn* (S2038)	89%	92%	96%
their teachers expect them to do their best* (S2039)	95%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	90%	94%	100%
teachers treat students fairly at their school* (S2041)	68%	77%	91%
they can talk to their teachers about their concerns* (S2042)	58%	79%	89%
their school takes students' opinions seriously* (S2043)	63%	75%	86%
student behaviour is well managed at their school* (S2044)	49%	61%	67%
their school looks for ways to improve* (S2045)	85%	85%	100%
their school is well maintained* (S2046)	79%	81%	93%
their school gives them opportunities to do interesting things* (S2047)	85%	82%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	94%	100%	100%
they receive useful feedback about their work at their school (S2071)	88%	89%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	91%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	93%	94%	100%
student behaviour is well managed at their school (S2074)	93%	94%	100%
staff are well supported at their school (S2075)	100%	89%	87%
their school takes staff opinions seriously (S2076)	100%	89%	80%
their school looks for ways to improve (S2077)	100%	100%	87%
their school is well maintained (S2078)	100%	94%	93%
their school gives them opportunities to do interesting things (S2079)	100%	89%	87%

* 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

The Parent and Community Engagement Framework was written and implemented in 2017 to ensure that communication and collaboration continue to be at the fore of relationships between parents at the school. At our school, parents are kept informed through regular newsletters, social media updates, the school website and through oral and written reporting, there are a large number of parents attending weekly parades each Monday morning and performance parades twice each term.

Magnetic Island State School Parents and Citizens Association is very active and supportive of the school. In 2017, our P&C were awarded QCPA P&C of the year.

We have a large number of active volunteers in the school who continue to support student learning at the school.

Established School Community Partnerships include:

- Reef Guardian Schools;
- Peer Support Australia;
- C&K Magnetic Island Early Childhood Centre;
- Rotary Club;
- Stephanie Alexander Kitchen Garden;
- MICDA (Magnetic Island Community Development Association);
- MINCA (Magnetic Island Nature Care Association);
- MIFCO (Magnetic Island Fauna Care Organisation)
- Magnetic Island Museum;
- Men's Shed;
- MI Community Care;
- R.S.L.;
- SeaLink Queensland;
- Magnetic Island Boat Club; and
- Queensland Police (Adopt-a-Cop).
- Collaboration and support of local sporting groups, including:
 - Maggie Island Magpies;
 - Arcadian Surf Life Saving Club.
 - Management of the Gerry Winn Pool- a community facility
 - Cowboys Football Club through the 'Try for 5' program and support of the Obe Geia Challenge.
 - Cathy Freeman Foundation (Netball)
 - Sporting Schools Program

Respectful relationships programs

The school has implemented programs that focus on appropriate, respectful, equitable and healthy relationships; this includes engaging with the Daniel Morcombe Curriculum Units as part of the health curriculum, supporting the Braveheart's Foundation and through implementing the whole school Peer Support program. The Peer Support program is an evidence-based peer led approach to enhance the mental, social and emotional wellbeing of young people. The peer-led groups occur weekly across the school, as well as being used organizationally for special activities during the school year. The school also actively participates in the National Day of Action against Bullying and Violence, Day for Daniel and the Walk Safely to School Day.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	13	11	1
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

As a Reef Guardian school, Magnetic Island State School has made a concerted effort to reduce its environmental footprint. Electricity and water usage are carefully monitored and the staff explicitly teaches and promotes environmentally sustainable practices. Some of our current practices include:

- Students collect food scraps for composting and worm feeding.
- Approved water management plan, collaboratively developed with Townsville City Council Water Management.
- Solar Panels feed into the electrical grid.
- Cleaning the beach during World Ocean Day.
- Cleaning the school and community through supporting Clean-up Australia Day.
- Reusing and recycling paper.
- Ensure that our lunch area is kept clean so that rubbish does not end up in our waterways.
- Monitoring water evaporation in the school pool.
- Investing in the refurbishment at the pool to ensure water leakages don't occur.
- Sustainable choices are embedded in the school Matrix of Acceptable Behaviours.
- Battery World Recycling Program for the whole Island community (award winning).
- Mobile muster (phone recycling program) for the whole Island community.
- Printer cartridge recycling via Fuji Xerox.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	76,001	15,450
2015-2016	31,680	15,280
2016-2017	42,760	3,444

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	12	10	0
Full-time Equivalent	9	6	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.**	6
Bachelor degree	5
Diploma	1
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 2017 were \$16 431.09.

The major professional development initiatives are as follows:

- Stephanie Alexander Kitchen Garden Professional Development (whole school)
- Middle Leaders training
- Early years literacy
- Principal Capability and Development (inc. state conference)
- Mandatory Training and First Aid
- Mindfulness
- Restorative Practices
- Positive Behaviour for Learning
- OneSchool/SBS training
- Mentoring beginning teachers
- Leading from Where You Are- leadership training

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	88%	81%

*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 2017 for all Queensland Primary schools was 93%.

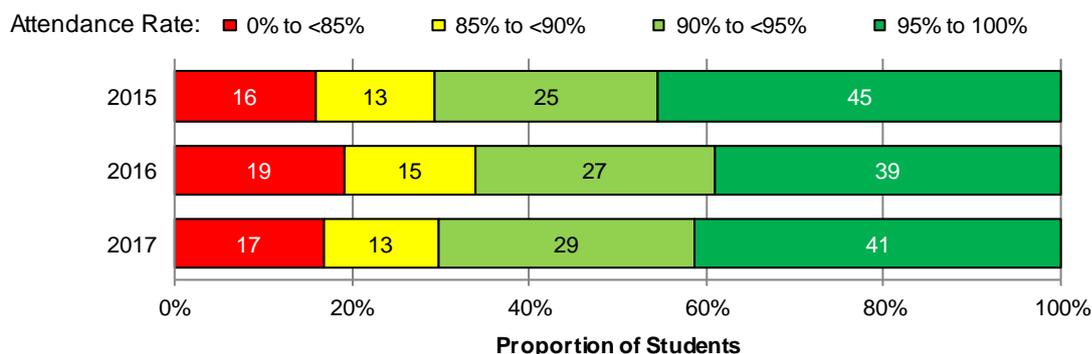
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	92%	93%	92%	92%	90%	92%	89%
2016	92%	91%	94%	87%	93%	90%	89%
2017	92%	92%	94%	91%	89%	95%	89%

*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 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.

At Magnetic Island State School, we promote 100% attendance by:

- Implementation of the School Attendance Policy;
- Implementation of Same Day Notification for absences;
- Development of a safe and supportive school environment that promotes positive relationships, including the implantation of programs to develop social skills (Positive Behaviour for Learning Framework, Peer Support Program, School Leadership Program) and to provide support mechanisms for families (Guidance Officer, Queensland Police, Department of Child Safety, CYMHS, Child Family Connect);
- Consistently recording and following up explained student absences;
- Monitoring of the schools attendance data to identify absenteeism trends and individual students with high levels of absenteeism;
- Promoting high expectations for school attendance to the school community by communicating that higher school attendance is associated with higher student achievement (school newsletter, parent meetings, school website, parade);
- Recognition processes for individual and whole class achievements including awards on parade, engaging with the Cowboys 'Try for 5!' program to motivate and reward student attendance.

When a student is absent without explanation, or a pattern of absences has been identified, Magnetic Island State School will take the following actions:

- The parent or carer will be contacted by the class teacher, office staff or teacher's aide (by telephone call/ text message) to determine if there is a reasonable excuse for the absence/s (Director General's Guidelines ss176 and 239 of the Education (General Provisions) Act 2006);
- Administration will send home letters to identify average rate of attendance and impact on schooling;
- Records of contact with parents and carers regarding unexplained absences will be recorded in OneSchool;
- If, after proactive attempts to improve attendance have been undertaken, the student is still not attending school regularly, the school will follow the processes for managing student absences as outlined in the Education (General Provisions) Act 2006 – SMS-PR-043. This includes the reporting of persistent and/or unexplained absences to Education Queensland, The Queensland Police Service and the Department of Child Safety.

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.

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