

# Home Hill State High School (2094)

## Queensland State School Reporting

### 2012 School Annual Report



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## Principal's foreword

### Introduction

This report provides an overview of another highly successful year at Home Hill State High School.

Home Hill SHS continues to provide an excellent education for the young people of the Burdekin, regardless of student background or circumstances. This report will outline the strategic direction of our school, and how we continue to seek improvement through a range of quality strategies. The data evident in this report reinforces the view that our small school is capable of big results.

It will show that we are committed to professionally developing our staff so that they are equipped to implement the major imperatives, particularly around pedagogical practice and literacy.

There is significant evidence of the very positive culture that is encouraged in this school through a focus on caring, leadership development and citizenship.

### School progress towards its goals in 2012

Key priorities from the School Plan:

- Build staff capacity in pedagogy/planning: Training in Excellence & Teaching modules was completed, and the Dimensions of Teaching & Learning training completed with staff.
- Review procedures monitoring student attendance: Processes were reviewed and implemented.
- Align risk management procedures to MyHR and CARA: The school's WHS committee has a very well developed approach towards the production of CARAs, and an effective approach to risk management is very evident. The committee will examine the latest OneSchool changes that will impact on the CARA and VSR processes in 2013.
- Implement and review whole school Reading and Spelling Plan: The Reading / Spelling plan was developed and distributed to staff. In 2013, there will be a major initiative in implementing Literacy effectively across the curriculum, with the main focus on Reading Comprehension.
- Develop whole school Writing Plan:
- Develop Junior Secondary focus: Initial development of school's implementation plan began with the successful scoping of facilities to be refurbished in 2013. In 2013, Junior Secondary remains a main priority.
- Access C2C planning materials and resources and implement in a local context: Significant work was completed in implementing the Australian Curriculum through review of English, Mathematics and Science, and preparation for History implementation in 2013 was comprehensive.
- Review "Closing the Gap" strategies: EATSIP training and Audit was completed, and the instigation of an Indigenous Parent / Carer group will occur as a priority for 2013.

# Queensland State School Reporting

## 2012 School Annual Report



### Future outlook

- Implement the Australian Curriculum History in Years 8 to 10.
- Meet the Junior Secondary Statement of Expectations in 2013 in each of the 6 principles: Distinct Identity; Quality Teaching; Student Wellbeing; Parent & Community Involvement; Leadership; Local Decision Making.
- Research, choose / develop and implement a Pedagogical Framework.
- Establish an Indigenous Parent/Carer Reference Group, tasked with partnering with HSHS to develop strategies to improve in Indigenous attendance.
- Improve achievement in NAPLAN – Writing; Grammar and Punctuation; Reading.
- Develop staff capacity to 'read' and interpret data with confidence and understanding to inform teaching and learning.

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Year 8 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	275	137	138	89%
2011	283	133	150	90%
2012	252	129	123	88%

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

### Characteristics of the student body:

Currently 252 students attend the school in Year 8 to Year 12. This total population comprises approximately 50% girls and 50% boys. Approximately 20% of the students at Home Hill State High School travel to and from school by bus.

Our Aboriginal and Torres Strait Islander students account for approximately 8% of our enrolment, and an extremely small number of students are from a non-English speaking background. The students come from a variety of socio-economic backgrounds with a reasonable number being from families of Mediterranean origin. The school, being a farming area, has a student population which reflects the community, namely farmers, farm workers, and various white collar and blue collar occupations supporting the farming industry.

The school also supports students (approximately 15%) with varying degrees of learning difficulties. A small number, approximately 3%, are ascertained with disabilities.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3			
Year 4 – Year 10	15	19	19
Year 11 – Year 12	14	15	12

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	64	70	61
Long Suspensions - 6 to 20 days	4	8	5
Exclusions	0	1	2
Cancellations of Enrolment	0	0	2

## Curriculum offerings

### Our distinctive curriculum offerings

In 2012 the school's curriculum was delivered through subjects which were arranged on a year level timetable. Students selected a number of subjects to study in each year level.

- In year 8, students undertook a common curriculum addressing all of the Key Learning Areas.
- Our language other than English is Japanese.
- RIB-IT was provided in year 8. RIB-IT is a reading program, which encourages students to read.
- In years 9 and 10 each student addressed all of the Key Learning Areas with the exception of LOTE. A core curriculum consisting of English, Mathematics, Science, Study of Society and Environment and Physical Education was delivered. Student negotiation of subject choice between Business Studies, Information and Communication Technology, Home Economics, Art, Drama and Industrial Technology and Design occurred in years nine and ten.
- Compulsory HPE was provided to all students in years 8 and 9.
- SET (Student Education and Training) planning began in year 10.
  
- Quality tertiary preparation programs, as well as vocational education programs were provided for students in the senior school. Syllabus documents and subject area specifications from the Queensland Studies Authority formed the basis of the subjects in the senior school. Flexible pathways through the senior school were facilitated by students choosing a combination of the following alternatives:
  - subjects taught in class groups by teachers from the school,
  - subjects studied individually using computers, internet and teleconferencing through the Brisbane School of Distance Education,
  - courses undertaken at the Burdekin TAFE college,
  - School Based Traineeships,
  - Nationally recognized certificate courses.

Learning programs and certification opportunities were provided for the full range of students including students with disabilities and learning difficulties.

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## Extra curricula activities

Home Hill SHS is renowned for the diverse range of activities provided to students to develop leadership and citizenship, and to positively enhance the culture of the school.

Interschool Sport - sporting fixtures at district level and regional level representation as well as NQ trials.

- Interschool Drama Festival
- National Academic Competitions in English, Science, Chemistry, Computer Skills, Business and Mathematics.
- Student Council and Student Committees.
- Discos and Students' Ball.
- Instrumental Music Program.
- Work Experience - all year 10, 11 and 12 students participate in the work experience program annually.
- School Camps - the four major camps conducted were: the year nine adventure camp, the year twelve leadership camp, the Youth Support camp and the Snowies educational excursion.
- Hospitality – dinner evenings with three dinners being catered for by the Hospitality students.
- Fete - form classes involved in operating a fundraising stall or entertainment item.
- Arts Council production.
- Smart Future 4 North Queensland Careers Expo.
- James Cook University Experience day.
- Engineering Link Program.
- Science and Engineering Challenge in Townsville and Brisbane.
- Lions' Youth of the Year.
- Rostrum Voice of Youth.
- Interact Club.
- Toastmasters' International Youth Leadership Program.
- Community service activities – doorknock appeal, Clean-up Australia, Shave for a Cure, Growers' Race-day clean-up.
- ANZAC Day – school ceremony; community dawn service and march participation.
- Stanton Lodge stay.

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## How Information and Communication Technologies are used to assist learning

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# Our school at a glance

Information and Communication Technology (ICT) software and hardware are embedded across all curriculum areas. Teachers engage students in learning activities that help them to develop their ICT competencies with the aim of extending the range of learning and curriculum pathways available to the students.

Teachers use a variety of modern technologies in conjunction with their C4T laptops. Students benefit from a broadened variety of curriculum delivery methods including Youtube, other Internet resources, powerpoint presentations and web-cast programs.

Due to NSSF funding, the school has achieved a 1:1 ratio of computers to students. These enhanced facilities provided opportunities for staff and students to engage with a range of ICTs and to develop skills and knowledge necessary to: source and critically evaluate ICT tools and resources, promote student achievement, extend the range of learning and curriculum pathways available, improve administrative operations; and continue the integration of ICTs to deliver learning outcomes.

In 2012 the school trialled a student laptop loaning system for year 12 students and this will be expanded to Year 8 and 11 in 2013. The school purchased a number of iPads, specifically to address improving learning outcomes for students with special needs and to extend high achieving students.

## Social climate

The school featured a strong culture of staff and community commitment to providing opportunities that supported students in the learning process. A supportive school environment at Home Hill State High School existed to provide a framework which fostered the growth of self-discipline and mutual respect and was designed to maximise academic achievement and personal growth. Parent and student responses to questions on school climate in the School Survey were positive.

Programs and strategies designed to facilitate this culture in 2012 were:

- The School's Responsible Behaviour Plan for Students,
- School Dress Code,
- Form Class Structure,
- House Sport Structure - three Sport Houses: Beachmount, Inkerman, Upstart,
- Extra-curricular and co-curricular activities,
- Support Services,
- Guidance Counselling,
- School Based Youth Health Nurse,
- Learning Support Teacher,
- Advisory Teacher,
- Chaplaincy Service,
- Youth Support Coordinator,
- Community Education Counsellor,
- P & C Financial Support for a range of activities,
- Full colour school magazine,
- Student production of a year 12 Seniors' Book,
- Student Leadership,
- Student Council, School Captains, House Captains,
- Interact Club,
- Toastmasters' Youth Leadership Course,
- Student Working Committees eg Valedictory, Greens, School Magazine,
- Programs to support students:
- Anti-Harassment/Bullying,
- Human Relationships Education,
- Career Education and Student Education and Training Planning,
- Year 8 Orientation
- School Fete.



# Our school at a glance

## Parent, student and staff satisfaction with the school

2012 saw a significant gain in positive responses to survey data, which were already quite positive. The results show that our parents and students do value the educational process at Home Hill SHS, and the service that is provided to the young people of Home Hill. Our staff's contribution to the school is positively received and they feel great ownership of the school.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	94.3%
this is a good school	97.1%
their child likes being at this school*	91.4%
their child feels safe at this school*	88.6%
their child's learning needs are being met at this school*	91.4%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	91.2%
teachers at this school motivate their child to learn*	91.4%
teachers at this school treat students fairly*	75.8%
they can talk to their child's teachers about their concerns*	91.2%
this school works with them to support their child's learning*	94.1%
this school takes parents' opinions seriously*	84.8%
student behaviour is well managed at this school*	85.7%
this school looks for ways to improve*	97.1%
this school is well maintained*	97.1%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	92.4%
they like being at their school*	83.9%
they feel safe at their school*	90.3%
their teachers motivate them to learn*	87.1%
their teachers expect them to do their best*	100.0%

## Our school at a glance

their teachers provide them with useful feedback about their school work*	89.0%
teachers treat students fairly at their school*	66.7%
they can talk to their teachers about their concerns*	78.5%
their school takes students' opinions seriously*	78.3%
student behaviour is well managed at their school*	66.7%
their school looks for ways to improve*	86.0%
their school is well maintained*	93.5%
their school gives them opportunities to do interesting things*	89.2%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	86.4%
with the individual staff morale items	97.8%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

The school again enjoyed strong community support and a close working relationship with parents and the Parents and Citizens' Association. The wider community provided input into educational programs, policies, management processes, the development of the School Strategic Plan (2011 to 2014) and the acquisition and maintenance of resources and facilities.

Every opportunity was taken to engage with parents, obtain their input and to communicate with them.

This was achieved through:

- P & C Association and School Committees (Finance, Supportive School Environment, Fete, Students' Ball),
- Participation in school annual surveys,
- Resources and Facilities,
- Tuckshop auxiliary and grounds working bees,
- Participation and attendance at annual fete,
- Participation in Educational Programs,
- Accommodation of billets – People to People Program,
- Provision of Work Experience and Structured Industry Placement opportunities for students,
- Attendance at and participation in camps, excursions, alternative week activities and sporting carnivals,
- Parent – teacher reporting evenings,
- Parent information evenings,
- Parent and student involvement in the development of the new School Strategic Plan 2011 to 2014,
- Education Week community involvement.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school has adopted a sustainability focus since 2009 and established a school committee comprising of both students and staff to oversee and implement energy saving and recycling measures for the total school community. The school initially installed 5.0Kwatt solar panels on one building as well as water saving initiatives. This sustainability focus has continued with additional solar panels.

Staff are constantly reminded about power consumption reduction strategies, and other means are being investigated for 2013. Water consumption is very much dependent upon the prevailing conditions in the 'dry tropics'.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	217,568	3,098
2010-2011	2,616	6,439
2011-2012	275,241	8,539

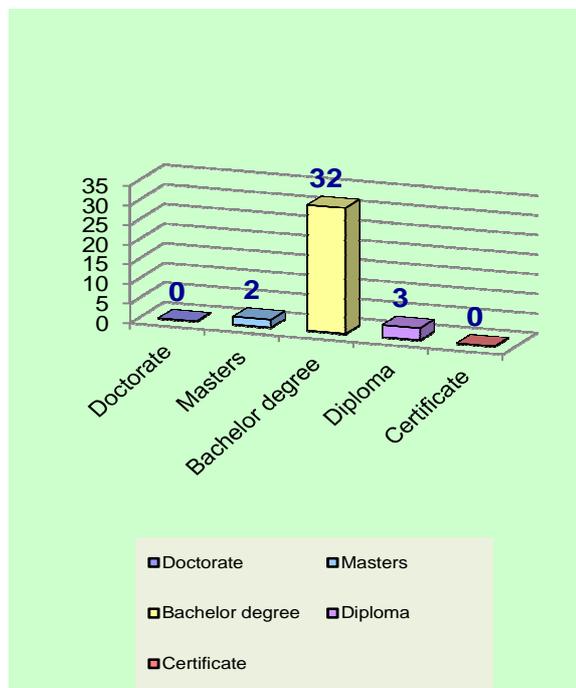
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	30	17	<5
Full-time equivalents	26.1	11	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	32
Diploma	3
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$9,321.86.

The major professional development initiatives are as follows:

- Excellence in Teaching Program
- Behaviour Management Strategies – Developing a Responsible Behaviour Plan for Students
- Reporting and Assessment
- Professional Code of Conduct and Student Protection
- VET – Implementation of VET courses; Training and Assessing

## Our staff profile

- One School Updates – Risk Management
- Students with Disabilities – Developing courses of study and inclusive teaching practice
- Literacy and Numeracy Development
- Developing Quality Teaching Resources
- Integration of ICT across the Curriculum

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	97.9%	97.7%	97.6%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 80.9% of staff was retained by the school for the entire 2012 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 web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	91%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

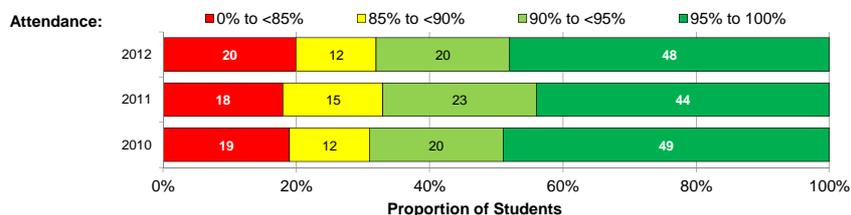
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								93%	89%	93%	91%	92%
2011								91%	89%	88%	93%	92%
2012								93%	90%	88%	93%	93%

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 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.

School rolls are marked in the morning at form classes. Form classes are arranged in year levels. Rolls are also marked each lesson throughout the day by class teachers. A parent or carer whose child is absent is required to provide advice regarding the absence. If no advice has been received from the parent/carer the student, on his/her return, is given a note that must be taken home and returned the following day signed by the parent/carer to outline the reason for the absence. If this does not occur then the absence is followed up by telephone contact to the parent/carer.

This process is co-ordinated by a Head of Department. Students who arrive late must sign in at the office. Students who will be away from school for any part of the day are required to sign out at the office, but require parental permission to leave the school grounds.

Office staff identify and follow up on students with variable attendance. Students with any prolonged unexplained absences are sent letters in line with EQ policy. In 2013, the formation of the Indigenous Parent / Carer group will involve a greater emphasis on indigenous student attendance.

# Performance of our students

## 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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Sector  Government  
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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

The gap between indigenous and non-indigenous students in attendance is 5%, and the strategies to be put in place in 2013 are aimed at reducing this gap further. Apparent the gap in retention of indigenous students is the greatest in the Year 10 cohort, but in Year 11 and 12 the gap is negative indicating the percentage of indigenous students retained is above that of non-indigenous students. The school is working hard to reduce the attainment gap between indigenous and non-indigenous students through a variety of initiatives, including Indigenous profiles, CEC engagement, Indigenous Teacher Aide employment.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	69%	65%	65%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	35	45	40
Number of students awarded a Queensland Certificate Individual Achievement.	1	0	2

# Performance of our students

Number of students receiving an Overall Position (OP).	21	22	24
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	4	3	1
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	24	37	34
Number of students awarded an Australian Qualification Framework Certificate II or above.	19	23	27
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	32	40	35
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	71%	77%	75%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	94%	93%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	100%	100%

As at 2 May 2013. The above values exclude VISA students.

## Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	2	7	6	5	1
2011	3	12	2	5	0
2012	5	6	7	6	0

As at 2 May 2013. The above values exclude VISA students.

## Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	12	19	1
2011	37	23	0
2012	28	27	1

As at 2 May 2013. The above values exclude VISA students.

Certificate I in Information Technology – Finalising students who enrolled prior to 2012. Course replaced with Cert I in IDMT

Certificate I in Information, Digital Media and Technology

Certificate II in Business – Embedded in the BCT senior syllabus.

Certificate I in Hospitality – Completed in conjunction with an independent RTO (SmartSkill) who deliver some of the units of competency

# Performance of our students

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

## Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Students in the year levels 10, 11 and 12 left to take up apprenticeships, traineeships or full time work in the local area. Students in years 8 and 9 left mostly because of their parents/carers leaving the area or moving to Ayr.