

Home Hill State High School

Queensland State School Reporting

2013 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 2013

In 2013, our priorities and progress towards achieving the goals:

- Implement the Australian Curriculum History in Years 8 to 10.

Progress: History was successfully implemented during 2013, and revisions put in place for 2014.

- 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.

Progress: The school participated in a rigorous Junior Secondary Peer Review process which provided excellent feedback for the implementation of Junior Secondary in 2014, and preparation for Year 7 in 2015. Parent information sessions were held, and a team formed to lead the review process. The results of the review were very positive.

- Research, choose / develop and implement a Pedagogical Framework.

Progress: A very thorough review of pedagogical models was undertaken, and much consultation occurred with staff. The school had these elements as prescribed practice: Dimensions of Teaching and Learning coupled with Excellence in Teaching. The final decision was we would have our own model, "The Home Hill Way" which encapsulated the key elements of highly successful practice, and has been structured around our 3 key priorities of Learning, Performance and Citizenship.

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- Establish an Indigenous Parent/Carer Reference Group, tasked with partnering with HSHS to develop strategies to improve in Indigenous attendance.

Progress: The parent reference group was established and Yarning circles were held. These were highly successful, and the feedback from parents was very positive. The meetings included information about the learning activities for indigenous students, and the support provided. In 2014, the school had a significant increase in indigenous enrolments.

- Improve achievement in NAPLAN – Writing; Grammar and Punctuation; Reading.

Progress: In 2013, a school wide concerted effort resulted in very positive results for our Year 9 NAPLAN results. Various initiatives were implemented including: apostrophe school wide data cycle implementation; Active Comprehension data cycle and extensive literacy professional development.

- Develop staff capacity to 'read' and interpret data with confidence and understanding to inform teaching and learning.

Progress: Data and differentiation was a major initiative implemented in 2013, with a process developed and implemented for the consistent use of student data, target setting and discussion of student progress. This was highly successful and implemented by 100% of staff.

Future outlook

The priorities for 2014 are:

Learning

- Consistent Literacy and Numeracy Practices
- Junior Secondary Implementation
- Geography Implementation
- Pedagogical Framework implementation

Performance

- NMS improvement, U2B lift, Maximum QCE
- Pedagogical Framework (Learning goals, Feedback, Data & Differentiation, Shared Practice, Lesson Design, Data Cycles)
- Targeted strategies which make the most difference
- Indigenous outcomes lift
- QSR completed

Citizenship

- Boys' outcomes improvement
- Attendance and punctuality improvement
- Leadership at all levels
- Physical learning and recreational spaces developed
- Golden Anniversary celebrations successfully conducted

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	283	133	150	90%
2012	252	129	123	88%
2013	249	121	128	92%

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

Characteristics of the student body:

Currently 250 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.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Year 7 Secondary – Year 10	19	19	20
Year 11 – Year 12	15	12	13

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	70	61	64
Long Suspensions - 6 to 20 days	8	5	2
Exclusions	1	2	0
Cancellations of Enrolment	0	2	4

Curriculum offerings

Our school at a glance

Our distinctive curriculum offerings

In 2013 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.
- 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 was conducted 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.

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.

How Information and Communication Technologies are used to assist learning

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.

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.

The Laptop hiring scheme continued for various year levels, and has been popular. In 2013, the school has investigated the BYOX model (Bring your own device) in which students are able to bring their own personal laptops to school and connect them to the school's network. It is intended that this model will be in place in the near future. The school has 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 continued to shine in 2013, with a very positive culture. A strong culture of staff and community commitment exists to provide 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 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, e.g. 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

Parent, student and staff satisfaction with the school

Home Hill State High School has strong support from the school community – parents, students and staff included. The results from the school opinion surveys reveal strong satisfaction with what we do. Our school is a very good school, and our high expectations deliver. Our school continues to monitor our progress, and we are on a process of continuous improvement, never being satisfied with less than excellence.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	94%	100%
this is a good school (S2035)	97%	100%
their child likes being at this school* (S2001)	91%	100%
their child feels safe at this school* (S2002)	89%	95%
their child's learning needs are being met at this school* (S2003)	91%	95%
their child is making good progress at this school* (S2004)	100%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	100%
teachers at this school motivate their child to learn* (S2007)	91%	100%
teachers at this school treat students fairly* (S2008)	76%	100%
they can talk to their child's teachers about their concerns* (S2009)	91%	100%
this school works with them to support their child's learning* (S2010)	94%	100%
this school takes parents' opinions seriously* (S2011)	85%	100%
student behaviour is well managed at this school* (S2012)	86%	95%
this school looks for ways to improve* (S2013)	97%	100%
this school is well maintained* (S2014)	97%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	92%	93%
they like being at their school* (S2036)	84%	82%
they feel safe at their school* (S2037)	90%	92%
their teachers motivate them to learn* (S2038)	87%	88%
their teachers expect them to do their best* (S2039)	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	89%	90%
teachers treat students fairly at their school* (S2041)	67%	73%
they can talk to their teachers about their concerns* (S2042)	78%	81%
their school takes students' opinions seriously* (S2043)	78%	79%
student behaviour is well managed at their school* (S2044)	67%	77%

Our school at a glance

their school looks for ways to improve* (S2045)	86%	94%
their school is well maintained* (S2046)	94%	95%
their school gives them opportunities to do interesting things* (S2047)	89%	92%

Performance measure

Performance measure	2013
Percentage of school staff who agree that:	
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	97%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	94%
student behaviour is well managed at their school (S2074)	94%
staff are well supported at their school (S2075)	91%
their school takes staff opinions seriously (S2076)	94%
their school looks for ways to improve (S2077)	97%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	97%

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

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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,
- 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,
- Education Week community involvement.

Reducing the school's environmental footprint

In 2013, great emphasis was placed on reducing electricity usage. One aspect was to turn off all lights at the school in the evenings when the school is not in use. 2013 proved to be a very hot and dry year, resulting in much air conditioning use and watering of our ovals. The school continues to find ways to reduce the impact on the environment.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	2,616	6,439
2011-2012	275,241	8,539
2012-2013	278,198	10,236

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

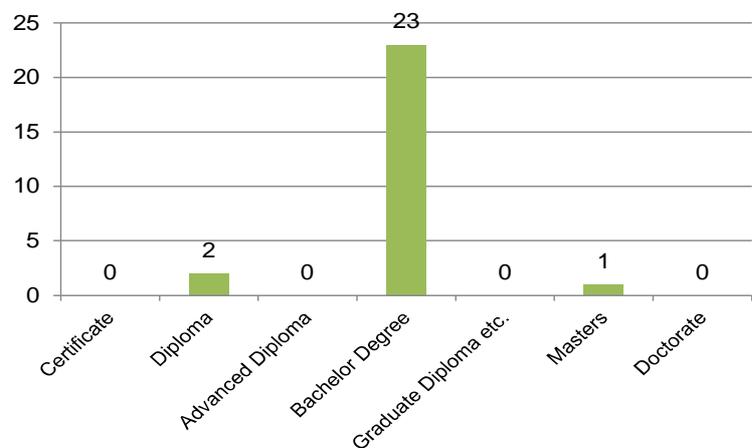
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	26	16	<5
Full-time equivalents	23	11	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	23
Graduate Diploma etc.	0
Masters	1
Doctorate	0
Total	26



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 6721.85.

The major professional development initiatives are as follows:

- Behaviour Management Strategies
- Data and Differentiation
- Pedagogical Framework
- Indigenous education
- Professional Code of Conduct and Student Protection
- VET – Implementation of VET courses; Training and Assessing
- One School Updates
- Students with Disabilities
- Literacy and Numeracy
- Developing Quality Teaching Resources
- Integration of ICT across the Curriculum

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2013 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	90%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

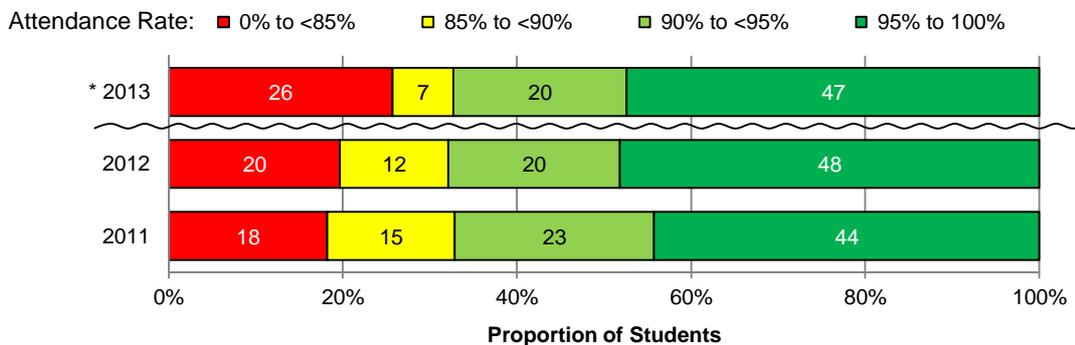
Student attendance rate for each year level (shown as a percentage)

	Year 8	Year 9	Year 10	Year 11	Year 12
2011	91%	89%	88%	93%	92%
2012	93%	90%	88%	93%	93%
2013	93%	91%	87%	87%	91%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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

Description of how non-attendance is managed by the school

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

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/>.

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.

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 whose NAPLAN results 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 able to access NAPLAN data.

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

In 2013, the gap between indigenous and non indigenous students for Year 9 NAPLAN was significantly reduced from 2012, for Reading, Writing and Numeracy. This is a great achievement for our students, while taking into account that our NAPLAN results overall were very strong. Attendance gap for Semester 1 was still unacceptably high, but this was exacerbated by a small number of students whose attendance was very poor.

Apparent retention rates Year 10 to Year 12

	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	65%	65%	70%

Outcomes for our Year 12 cohorts

	2011	2012	2013
Number of students receiving a Senior Statement.	45	40	38
Number of students awarded a Queensland Certificate Individual Achievement.	0	2	0
Number of students receiving an Overall Position (OP).	22	24	22
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	3	1	3
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	37	34	31
Number of students awarded an Australian Qualification Framework Certificate II or above.	23	27	26

Performance of our students

Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	40	35	36
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.	77%	75%	82%
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.	93%	98%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	95%

As at 5 May 2014. 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
2011	3	12	2	5	0
2012	5	6	7	6	0
2013	7	6	5	4	0

As at 5 May 2014. 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
2011	37	23	0
2012	28	27	1
2013	18	26	3

As at 5 May 2014. The above values exclude VISA students

Certificates offered at this school:

- 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 (SmartSkills) who deliver some of the units of competency

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website 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.