

Home Hill State High School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

This report provides an overview of an especially important year in 2014 as our school community celebrated its Golden Anniversary or 50th year of operations. The celebrations reinforced to the whole school community that Home Hill State High School has, and still provides, the highest quality education and support for its students.

This report will outline the strategic direction of our school, and how we continue to seek improvement through a range of quality initiatives. The data evident in this report reinforces the view that our small school delivers results for all students.

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.

School progress towards its goals in 2014

Learning

- Junior Secondary Implementation – In 2014, significant planning for the implementation of Junior Secondary philosophy and the introduction of Year 7s into high school was completed. The school's progress was monitored and considered 'ready' for full implementation.
- Pedagogical Framework - The school has adopted "Learning goals" as part of the explicit teaching model, with every classroom teacher providing clarity in instruction.

Performance

- QCE – Strong leadership in the area of Queensland Certificate of Education attainment resulted in a 97% attainment of QCE / QCIA.
- Pedagogical Framework – Once again a large focus on pedagogical practice occurred in 2014 with the introduction of a "Classroom Observation" model. Pedagogy training and associated classroom observations resulted in quality feedback being provided to staff. Overall school pass rates have lifted 6% in 2 years.

Citizenship

- Boys – A focus on the specific educational needs of boys in 2014 saw a lift in boys' passing rates by 7%.
- Attendance and punctuality – In 2014, a major initiative surrounding attendance saw Home Hill SHS increase its attendance rate to 90%.
- Golden Anniversary – the celebrations were highly successful with huge crowds attending the Golden Anniversary Fete and the Memorial Hall being filled for the Golden Anniversary dinner.

Future outlook

In 2015, our school will advance further down the path of continuous improvement in the areas of Learning, Performance and Citizenship. In particular, we are focussing on:

- Reading
- Instructional coaching and mentoring
- High achiever talent development
- Junior Secondary implementation
- Structured Well-Being program Year 7 to 12

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 7 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	252	129	123	88%
2013	249	121	128	92%
2014	243	128	115	91%

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

Characteristics of the student body:

In 2014, 243 students attend the school in year 8 to year 12. This total population is comprised of 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 11% 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 many 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 and blue collar occupations supporting the farming industry.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	19	20	19
Year 11 – Year 12	12	13	15

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	61	64	51
Long Suspensions - 6 to 20 days	5	2	1
Exclusions [#]	2	0	0
Cancellations of Enrolment	2	4	7

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

In 2014 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, SOSE / History and Physical Education was delivered.
- Student negotiation of subject choice between Business Studies, Certificate I in Business and IDMT, 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
 - School Based Traineeships
 - nationally recognised certificate courses.

In the Senior Phase, these subjects are offered:

Authority Subjects:

- Accounting, Art, Biology, BCT (Business Communication and Technology), Chemistry, English, Graphics, Legal Studies, Maths A, Maths B, Maths C, Physical Education and Physics.

Authority Registered Subjects:

- English Communication, Hospitality Practices, ICT (Information and Communication Technology), Industrial Graphics, ITS (Industrial Technology Studies), Pre-Vocational Maths, Recreation and Science in Practice.

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 continued to provide a 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 Canberra educational excursion.

- Hospitality – dinner evenings with three dinners being catered for by the Hospitality students.
- Golden Anniversary and Fete - form classes involved in operating a fundraising stall or entertainment item.
- Motivational Media.
- Smart Future 4 North Queensland Careers Expo.
- James Cook University Experience day.
- Engineering Link Program.
- Science and Engineering Challenge
- 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.

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, web-cast programs, and iPad apps.

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 2014, the school has investigated the BYOD model (Bring your own device) that allows students 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

Our school has a highly positive and caring environment. A strong culture of staff and community commitment exists to provide opportunities that support 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 (introduced Yarning circles and Indigenous student meetings)
- P & C financial support for a range of activities
- Full colour school magazine
- Student production of a year 12 Seniors' Book
- Student Leadership, including the introduction of Junior Secondary Captains and Indigenous Student Leader
- Student Council, School Captains, House Captains
- Interact Club
- 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 7 and 8 Orientation

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	94%	100%	100%
this is a good school (S2035)	97%	100%	96%
their child likes being at this school* (S2001)	91%	100%	96%
their child feels safe at this school* (S2002)	89%	95%	100%
their child's learning needs are being met at this school* (S2003)	91%	95%	96%
their child is making good progress at this school* (S2004)	100%	95%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	100%	88%
teachers at this school motivate their child to learn* (S2007)	91%	100%	96%
teachers at this school treat students fairly* (S2008)	76%	100%	92%
they can talk to their child's teachers about their concerns* (S2009)	91%	100%	92%
this school works with them to support their child's learning* (S2010)	94%	100%	92%
this school takes parents' opinions seriously* (S2011)	85%	100%	91%
student behaviour is well managed at this school* (S2012)	86%	95%	83%
this school looks for ways to improve* (S2013)	97%	100%	96%
this school is well maintained* (S2014)	97%	100%	96%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	92%	93%	98%
they like being at their school* (S2036)	84%	82%	88%
they feel safe at their school* (S2037)	90%	92%	95%
their teachers motivate them to learn* (S2038)	87%	88%	95%
their teachers expect them to do their best* (S2039)	100%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	89%	90%	98%
teachers treat students fairly at their school* (S2041)	67%	73%	80%
they can talk to their teachers about their concerns* (S2042)	78%	81%	90%
their school takes students' opinions seriously* (S2043)	78%	79%	91%
student behaviour is well managed at their school* (S2044)	67%	77%	84%
their school looks for ways to improve* (S2045)	86%	94%	94%
their school is well maintained* (S2046)	94%	95%	93%
their school gives them opportunities to do interesting things* (S2047)	89%	92%	88%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		97%	97%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		94%	95%
student behaviour is well managed at their school (S2074)		94%	97%
staff are well supported at their school (S2075)		91%	95%
their school takes staff opinions seriously (S2076)		94%	92%
their school looks for ways to improve (S2077)		97%	100%
their school is well maintained (S2078)		100%	95%
their school gives them opportunities to do interesting things (S2079)		97%	97%

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

'Agree' represents the 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

2014 will be remembered as a strong year for the Parents and Citizens' Association with the school again enjoying significant community support, particularly with the Golden Anniversary. A close working relationship with parents and the Parents Association continued as the community works hard on establishing the building fund for the Multi-Purpose Shelter.

The wider community provided input into educational programs, policies, management processes, the development of the School Strategic Plan (2015 to 2018) and the acquisition and maintenance of resources and facilities. Every opportunity was taken to engage with parents to obtain their input and 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 and Golden Anniversary
- Participation in Educational Programs
- Provision of Work Experience and Structured Industry Placement opportunities for students
- Attendance at and participation in camps, excursions, LPC week activities and sporting carnivals
- Parent – teacher reporting evenings
- Parent information evenings
- Education Week community involvement.

Reducing the school's environmental footprint

In 2014, the results savings revealed the success of our strategy in reducing electricity and water usage.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	275,241	8,539
2012-2013	278,198	10,236
2013-2014	247,553	7,926

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.

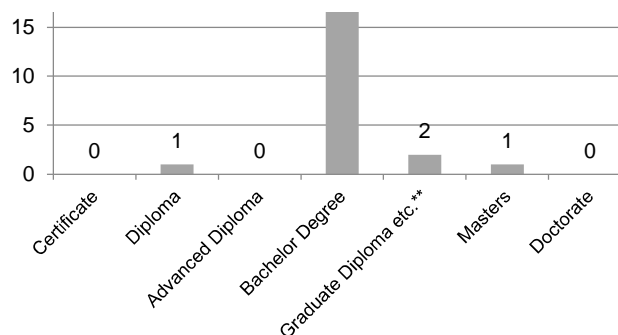
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	27	15	1
Full-time equivalents	23	11	0.4

Qualification of all teachers

Advanced Diploma	0
Bachelor Degree	24
Graduate Diploma etc.**	2
Masters	1
Doctorate	0
Total	28



*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 2014 were \$ 6,646.76

The major professional development initiatives are as follows:

- Data and Differentiation
- Behaviour Management Strategies
- Pedagogical Framework – Classroom Best Practice, Evidence based instructional strategies
- Professional Code of Conduct and Student Protection
- VET – Implementation of VET courses; Training and Assessing
- Students with Disabilities
- Literacy (DR-TA)

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
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, 89% of staff were retained by the school for the entire 2014 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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	90%

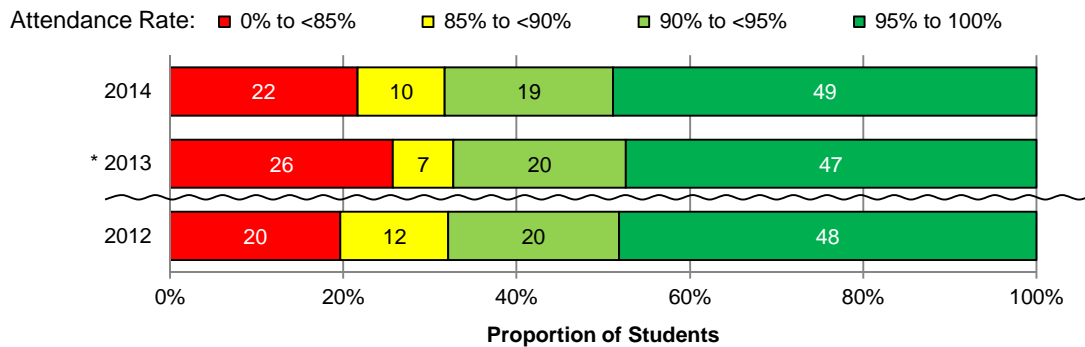
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

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
2012								93%	90%	88%	93%	93%
2013								93%	91%	87%	87%	91%
2014								91%	91%	91%	89%	89%

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 after 2012 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 DETE 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 administration staff. 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 2014, a major focus saw a 2% increase in attendance. The strategies included the introduction of attendance Platinum and Gold certificates, the minimum attendance requirement for Students Ball and other functions and regular prize draws for attendance. The Youth Support Coordinator has taken on these initiatives and is to be commended for the effort and outcomes.

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
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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

Home Hill SHS has enjoyed a positive growth in indigenous enrolments and a rise in indigenous performance and attendance. The gap in attendance has reduced to 8%, the smallest in 4 years. Indigenous retention rate gap for year 10 to 12 for the year was 12%, a significant improvement from the previous year. In 2 years, indigenous subject pass rates have increased significantly.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	65%	70%	71%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	40	38	37
Number of students awarded a Queensland Certificate of Individual Achievement.	2	0	1
Number of students receiving an Overall Position (OP)	24	22	14
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	1	3	1
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	34	31	29
Number of students awarded an Australian Qualification Framework Certificate II or above.	27	26	15
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	35	36	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.	75%	82%	93%
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.	98%	97%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	95%	100%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	5	6	7	6	0
2013	7	6	5	4	0
2014	2	6	5	1	0

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2012	28	27	1
2013	18	26	3
2014	17	14	1

As at 19 February 2015. The above values exclude VISA students.

We offered:

- Certificate I in Information, Digital Media and Technology
- Certificate I in Business
- Certificate II in Business
- Certificate I in Hospitality

Post-school destination information

The results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school are available on the school's website (www.homehillshs.eq.edu.au).

Early school 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. The school makes great effort in tracking students who leave prematurely to ensure they are in education or employment.