



Home Hill State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

At Home Hill State High School our purpose is to provide students with the knowledge, skills and confidence to maximize their potential, become active informed citizens and lifelong learners in a technological society. Our school motto "The End Crowns the Work" ("Finis Coronat Opus") underpins our core values. These values are also evident in our Code of Behaviour: Common Sense, Courtesy, Consideration, Cooperation and Commitment. Home Hill State High School prides itself on delivering high quality secondary education. In its small rural context, south of the Burdekin River in North Queensland, the school provides quality education to all learners, whether they are students with special needs or students receiving State and National awards. As a result of its focus on student outcomes and flexible pathways, the school has a proud and respected record of student achievement. In the junior school, curriculum variety is offered through a combination of compulsory and elective subject offerings designed to meet the personal requirements of learners. The curriculum is differentiated through the provision of resources, complementary classroom activities, alternative modes of delivery and varied assessment tasks. Throughout the school the learning of students is enhanced by support from specialist teaching staff and integrated curriculum programs targeting literacy and numeracy skills. Multiple curriculum pathways are offered in the senior school despite our relatively small size. Students are provided with a range of Queensland Studies Authority and Authority-Registered subject options. There is considerable curriculum depth to allow for personalisation of curriculum choices, for example, we offer two English options, four Mathematics subjects as well as a variety of Science, Humanities, Business, Technology, Physical Education and Arts subjects. Vocational Education and Training is available through the school with Certificates I and II in Business and Certificate I in Information Digital Media and Technology on offer. Additionally students enrolling in Hospitality have the opportunity to complete Certificate I in Hospitality through courses provided by an external training organization as part of the course structure. Virtual Schooling and Distance Education programs provide students with the opportunity to study in subject areas not currently offered at a classroom level. The school maintains strong partnerships with the local TAFE, providing further opportunity for students to enrol in the VET in Schools program in a variety of courses. Many students elect to undertake these certificate programs. A number of students choose to begin a school based apprenticeship and traineeship. The school has developed strong partnerships with the business community to provide work experience opportunities to students in years 10, 11 and 12 each year. Students at Home Hill State High School have achieved significant success in the Science and Engineering Challenge at both local and state level. Student success in national competitions is significant and highlights the quality of student achievement at our school. In addition to achievements in the academic arena, students at Home Hill State High School are encouraged to pursue success in sporting and cultural endeavours. The school provides opportunities for participation in a variety of individual and team sports, at school, interschool and regional levels. Sports including touch football, netball, cricket, soccer and rugby league attract significant student interest across all year levels. The school's history of success in the sport of netball is noteworthy and reflects a strong partnership with the local association. A range of cultural activities is also afforded to students including the Burdekin Inter-school Drama Festival, public speaking competitions, a Toastmasters program and Lions Youth of the Year Quest. The school secures annual performances by external agencies, for example the Queensland Arts Council, to ensure all students are provided with access to cultural experiences. There is an annual fete, strongly supported by the community. The school conducts a year 12 leadership camp as well as an annual year 9 adventure camp. Home Hill State High School is an active member of the local community with wide ranging involvement in community events such as ANZAC Day ceremonies, Relay for Life, Clean-up Australia, Shave for a Cure and Race day clean-up. Many of these events are organized by the student council or the Interact Club. In 2012 the science faculty, in partnership with NQ Astronomy, set up a telescope at the school, established a web link to feed vision of the transit of Venus nationally and at times that vision from our school was going to the whole world. At Home Hill State High School we pride ourselves on the work done by staff, students and parents in the school as well as in the wider community.

Principal's Forward

Introduction

The Home Hill State High School Annual Report presents a snapshot of our student, staff and wider school community achievements during 2016, and the directions being taken to further enhance these achievements as part of the school's Strategic Plan and on-going improvement agenda, and our stated purpose to achieve the best possible educational outcomes for every student, in every classroom, every day.

This report contains a range of information on our goals and our progress towards them and how we are equipped to implement the major imperatives, particularly around pedagogical practice. It includes important school data on curriculum, social climate, satisfaction ratings and student achievement. The data evident in this report reinforces the view that our small school delivers results for all students.

School Progress towards its goals in 2016

Learning

- Junior Secondary Implementation – In 2016, the embedding of the Year 7 program into high school was successfully completed.
- Pedagogical Framework - The school embedded "Learning goals" as part of the explicit teaching model, with every classroom teacher providing enhanced clarity in instruction.



Performance

- QCE – Strong leadership in the area of Queensland Certificate of Education attainment resulted in a 100% attainment of QCE / QCIA.
- Pedagogical Framework – Once again great emphasis on pedagogical practice occurred in 2016 with the introduction of a “Classroom Observation” model. Pedagogy training and associated classroom observations resulted in quality feedback being provided to staff. Student goal setting around report results was implemented across subjects.

Citizenship

- Boys – A focus on the specific educational needs of boys and indigenous students was partially completed in 2015 and strategies linked to this were further embedded in 2016.
- Attendance and punctuality – In 2016, the on-going initiative surrounding attendance saw Home Hill SHS maintain its attendance rate at 91%.

Future Outlook

In 2017, 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
- Humanities success
- Instructional coaching and mentoring
- Boys success
- Indigenous success
- Structured Well-Being and student support

Other key priorities associated with these are:

- Continue the expanding implementation of the Australian Curriculum.
- Continue to embed the school pedagogical framework and the Fleming model of Direct Instruction.
- Implement I4S associated school literacy, and numeracy based programs and strategies with specific focus on Reading.
- Further develop teacher capacities in alignment with the school key priorities, and to understand and use data to personalize student learning.
- Develop and implement locally appropriate strategies to further improve student attendance and retention.
- We will continue our focus on professional development for all staff, to continue to build on their, and the school's capacity to achieve the best outcomes for students.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	243	128	115	30	91%
2015*	266	122	144	30	90%
2016	256	111	145	29	90%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

In 2016, 260 students attend the school in Year 7 to Year 12. This total population is comprised of approximately 45% girls and 55% 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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	19	17	17
Year 11 – Year 12	15	14	12

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Our school's curriculum is delivered through subjects which are arranged on a year level timetable. Students selected a number of subjects to study in each year level.

- In Years 7 and 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 7, 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.

Co-curricular 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 community 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.



In 2016, the school has implemented 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 optional model will grow in 2017. 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

Overview

Compared to larger metropolitan areas, small geographically-isolated communities such as Home Hill can lack regular access to the full range of support for adolescents by community organisations. Subsequently, schools are often the main means of pastoral care accessible by young people. At Home Hill State High School, we have endeavoured to implement programs of support and advice to assist students in successfully managing the pressures inherent in this phase of their lives.

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 exists to provide a framework which foster the growth of self-discipline and mutual respect and is designed to maximise academic achievement and personal growth.

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 Orientation

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	97%
this is a good school (S2035)	96%	96%	100%
their child likes being at this school* (S2001)	96%	100%	93%
their child feels safe at this school* (S2002)	100%	96%	100%
their child's learning needs are being met at this school* (S2003)	96%	96%	93%
their child is making good progress at this school* (S2004)	100%	96%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	100%	97%
teachers at this school motivate their child to learn* (S2007)	96%	100%	90%
teachers at this school treat students fairly* (S2008)	92%	96%	93%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
they can talk to their child's teachers about their concerns* (S2009)	92%	96%	100%
this school works with them to support their child's learning* (S2010)	92%	96%	93%
this school takes parents' opinions seriously* (S2011)	91%	96%	96%
student behaviour is well managed at this school* (S2012)	83%	100%	97%
this school looks for ways to improve* (S2013)	96%	96%	97%
this school is well maintained* (S2014)	96%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	96%	93%
they like being at their school* (S2036)	88%	90%	92%
they feel safe at their school* (S2037)	95%	91%	96%
their teachers motivate them to learn* (S2038)	95%	93%	98%
their teachers expect them to do their best* (S2039)	98%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	98%	92%	98%
teachers treat students fairly at their school* (S2041)	80%	82%	84%
they can talk to their teachers about their concerns* (S2042)	90%	87%	87%
their school takes students' opinions seriously* (S2043)	91%	91%	89%
student behaviour is well managed at their school* (S2044)	84%	86%	81%
their school looks for ways to improve* (S2045)	94%	97%	97%
their school is well maintained* (S2046)	93%	93%	93%
their school gives them opportunities to do interesting things* (S2047)	88%	89%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	95%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	97%	95%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	96%	89%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	95%	97%	100%
student behaviour is well managed at their school (S2074)	97%	97%	100%
staff are well supported at their school (S2075)	95%	92%	100%
their school takes staff opinions seriously (S2076)	92%	95%	100%
their school looks for ways to improve (S2077)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school is well maintained (S2078)	95%	95%	97%
their school gives them opportunities to do interesting things (S2079)	97%	92%	97%

* 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

A small but well established Parents and Citizens' Association complements the running of the school, and the school again enjoyed significant community support. A close working relationship with parents and the Parents Association continues 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.

Respectful relationships programs

A supportive school environment at Home Hill State High School exists to provide a framework which foster the growth of self-discipline and mutual respect and is designed to maximise academic achievement and personal growth. The school has developed and implemented a programs that focus on appropriate, respectful and healthy relationships. These are implemented by classroom teachers and a strong Student Support Team.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	51	56	57
Long Suspensions – 6 to 20 days	1	4	0
Exclusions	0	0	0
Cancellations of Enrolment	7	6	1

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

In 2016, the resultant savings revealed the success of our strategy in reducing electricity and water usage. The school has a number of solar panel arrays to provide some electrical power from a renewable source. A range of water saving devices has been introduced into the school to assist in reducing the water usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	247,553	7,926
2014-2015	210,326	3,211
2015-2016	185,917	

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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	30	20	0
Full-time Equivalent	27	13	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	2
Graduate Diploma etc.**	2
Bachelor degree	26
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$18,153.-

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 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	83%	83%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

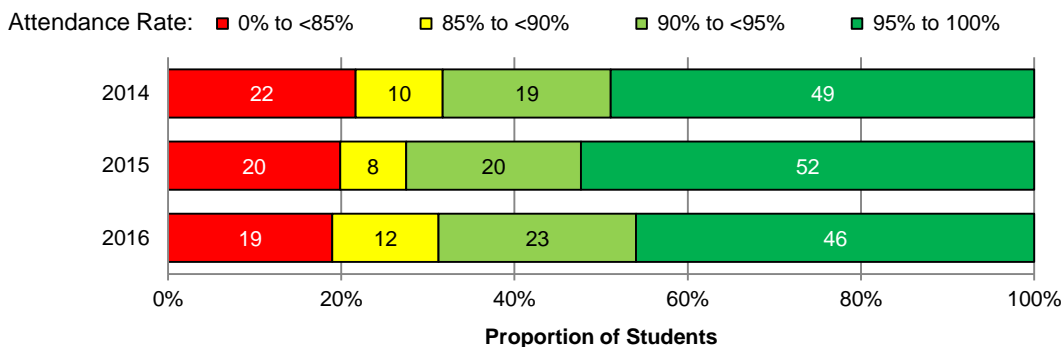
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									91%	91%	91%	89%	89%
2015								92%	91%	91%	90%	90%	93%
2016								92%	91%	90%	89%	90%	91%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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 2016, the attendance rate was 91%. 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 is a key initiatives and is to be commended for the effort and outcomes.

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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Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	37	47	41
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	3
Number of students receiving an Overall Position (OP)	14	26	20
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	33%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	1	5	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	29	31	26
Number of students awarded an Australian Qualification Framework Certificate II or above.	15	13	18
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	35	47	38
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	67%
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.	93%	88%	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.	97%	100%	100%

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	95%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	2	6	5	1	0
2015	8	9	6	3	0
2016	4	6	5	4	1

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	17	14	1
2015	20	11	2
2016	14	18	0

As at 3rd February 2017. The above values exclude VISA students.

Students undertook a range of Certificate courses provided through external providers. With the school's accreditation as an RTO a small number of students achieved certification (Cert I and/or II) in courses offered at the school;

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

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	71%	71%	76%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	60%	38%	80%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.homehillshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

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

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 general economic



downturn is increasing the movement of families outside the local area in search of employment. The school makes great effort in tracking students who leave prematurely to ensure they are in education or employment.

Conclusion

