Home Hill State High School
Queensland State School Reporting
2015 School Annual Report
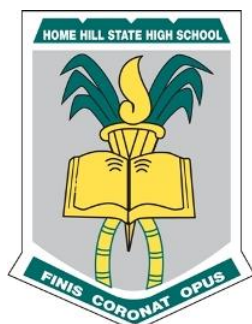
Postal address	First Street Home Hill 4806
Phone	(07) 4790 5666
Fax	(07) 4790 5600
Email	principal@homehillshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact person	Frank Kingma - Principal

Principal's foreword

Introduction

The Home Hill State High School Annual Report presents a snapshot of our student, staff and wider school community achievements during 2015, 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 2015

Learning

➢ Junior Secondary Implementation – In 2015, the implementation of the Year 7 students 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 2015 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 was partially completed in 2015 and strategies linked to this will be further implemented in 2016
➢ Attendance and punctuality – In 2015, the on-going initiative surrounding attendance saw Home Hill SHS further increase its attendance rate to 91%.

Future outlook

In 2016, 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 GRG 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 2015:   Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	249	121	128	22	92%
2014	243	128	115	30	91%
2015	266	122	144	30	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 2015, 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:

In 2015, 275 students attend the school in Year 7 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

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	20	19	17
Year 11 – Year 12	13	15	14

*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.

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2013	2014*	2015**
Short Suspensions - 1 to 5 days	64	51	56

Long Suspensions - 6 to 20 days	2	1	4
Exclusions	0	0	0
Cancellations of Enrolment	4	7	6

* 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.

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.

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 improve 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 2014 and 2015, 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 2016. 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

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 and 8 Orientation

Parent, student and staff satisfaction with the school

Performance measure

Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	96%	96%
their child likes being at this school (S2001)	100%	96%	100%
their child feels safe at this school (S2002)	95%	100%	96%
their child's learning needs are being met at this school (S2003)	95%	96%	96%
their child is making good progress at this school (S2004)	95%	100%	96%
teachers at this school expect their child to do his or her best (S2005)	95%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	88%	100%
teachers at this school motivate their child to learn (S2007)	100%	96%	100%
teachers at this school treat students fairly (S2008)	100%	92%	96%
they can talk to their child's teachers about their concerns (S2009)	100%	92%	96%
this school works with them to support their child's learning (S2010)	100%	92%	96%
this school takes parents' opinions seriously (S2011)	100%	91%	96%
student behaviour is well managed at this school (S2012)	95%	83%	100%
this school looks for ways to improve (S2013)	100%	96%	96%
this school is well maintained (S2014)	100%	96%	100%

Performance measure

Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	98%	96%
they like being at their school (S2036)	82%	88%	90%
they feel safe at their school (S2037)	92%	95%	91%
their teachers motivate them to learn (S2038)	88%	95%	93%
their teachers expect them to do their best (S2039)	97%	98%	97%
their teachers provide them with useful feedback about their school work (S2040)	90%	98%	92%
teachers treat students fairly at their school (S2041)	73%	80%	82%
they can talk to their teachers about their concerns (S2042)	81%	90%	87%
their school takes students' opinions seriously (S2043)	79%	91%	91%
student behaviour is well managed at their school (S2044)	77%	84%	86%
their school looks for ways to improve (S2045)	94%	94%	97%
their school is well maintained (S2046)	95%	93%	93%
their school gives them opportunities to do interesting things (S2047)	92%	88%	89%

Performance measure

Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	95%

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Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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%	97%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	96%	96%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	94%	95%	97%
student behaviour is well managed at their school (S2074)	94%	97%	97%
staff are well supported at their school (S2075)	91%	95%	92%
their school takes staff opinions seriously (S2076)	94%	92%	95%
their school looks for ways to improve (S2077)	97%	100%	100%
their school is well maintained (S2078)	100%	95%	95%
their school gives them opportunities to do interesting things (S2079)	97%	97%	92%

# '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.

Reducing the school's environmental footprint

In 2015, 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	278,198	10,236
2013-2014	247,553	7,926
2014-2015	210,326	3,211

*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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	31	16	0
Full-time equivalents	27	11	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	27
Graduate Diploma etc.**	2
Masters	1
Doctorate	1
Total	**31**
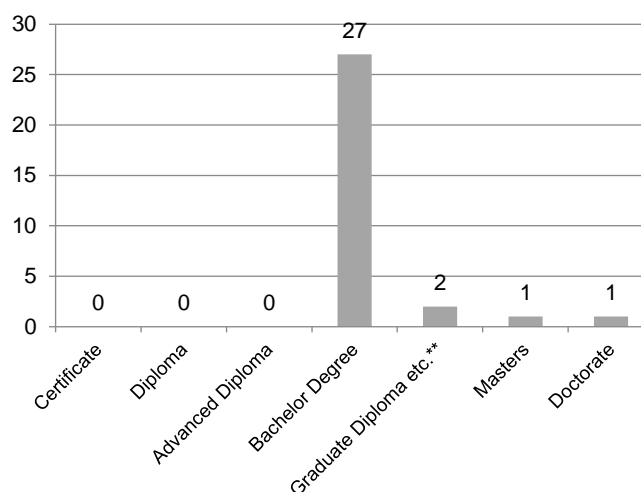
*Teaching staff includes School Leaders

**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 2015 were $7083.

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 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2015 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

| School name | **GO** |
| Suburb, town or postcode | |

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	77%	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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

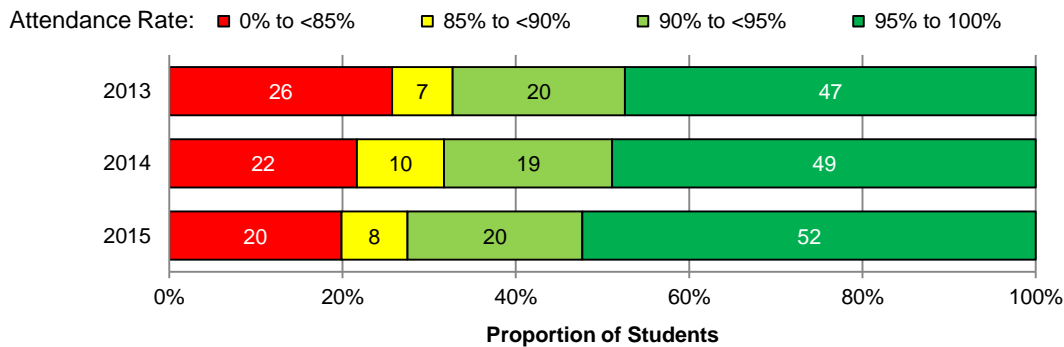| Student attendance rate for each year level (shown as a percentage)												
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									93%	91%	87%	87%	91%
2014									91%	91%	91%	89%	89%
2015								92%	91%	91%	90%	90%	93%

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Attendance Rate: ■ 0% to <85% □ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	26	7	20	47
2014	22	10	19	49
2015	20	8	20	52

Proportion of Students

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 2015, there was a further 1% 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 is a key 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

School name | GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	70%	71%	71%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	14%	60%	38%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	38	37	47
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	0
Number of students receiving an Overall Position (OP)	22	14	26
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	3	1	5
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	31	29	31
Number of students awarded an Australian Qualification Framework Certificate II or above.	26	15	13
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	36	35	47
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
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.	82%	93%	88%

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Outcomes for our Year 12 cohorts	2013	2014	2015
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%	97%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	100%	100%

As at 16 February 2016. 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
2013	7	6	5	4	0
2014	2	6	5	1	0
2015	8	9	6	3	0

As at 16 February 2016. 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
2013	18	26	3
2014	17	14	1
2015	20	11	2

As at 16 February 2016. 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

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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 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 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.