Home Hill State High School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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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 Curriculum & Assessment Authority 'General', 'Applied' and Certificate subject options. There is considerable curriculum depth to allow for personalisation of curriculum choices, for example, we offer multiple English and Mathematics subject options as well as a variety of Science, Humanities, Business, Technology, Physical Education and Arts subjects. Vocational Education and Training is available through the school through a range of Certificates I, II and III courses, on offer through the school or external training organizations. 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 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 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 and an overnight year 7 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 Growers' Race Day clean-up. Many of these events are organized by the student council or the Interact Club. 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.

School progress towards its goals in 2018

The Home Hill State High School Annual Report presents a snapshot of our student, staff and wider school community achievements during 2018. It highlights 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. Progress was focussed on;

- **The Visible Learning Agenda** - Ensure students can effectively engage with/access the learning and assessment in their classrooms, and strengthen classroom teaching practice efficacy around vocabulary, reading and writing. (LPC Framework = Learning)

- **The Performance and Quality Assurance Agenda** - Develop Quality Assurance (QA) processes to monitor and evaluate the effectiveness and responsiveness of our strategies to ensure we retain our superior outcomes and data and remain a 'school of choice'. (LPC Framework = Performance).

- **The 21st century learners Agenda** - Enhance the unique identity of Home Hill SHS and utilise the local and community contexts through school programs in Agribusiness, coding and robotics to reinforce the contemporary real world industry applicability of school programs. (LPC Framework = Citizenship).

Future Outlook

In 2017, our school completed a Full School Review and developed a Strategic Plan. As part of this process, in 2019 the school will advance further down the path of continuous improvement in the areas of Learning, Performance and Citizenship. In particular, we are focussing on:

- **The Visible Learning Agenda** - (LPC Framework = Learning) Ensure students can effectively engage with/access the learning and assessment in their classrooms, and strengthen classroom teaching practice efficacy around vocabulary, Literacy with a reading and writing focus., implement the New QCE syllabus.
- **The Performance and Quality Assurance Agenda** - (LPC Framework = Performance) Develop Quality Assurance (QA) processes to monitor and evaluate the effectiveness and responsiveness of our strategies to ensure we retain our superior outcomes and data and remain a 'school of choice', knowing our students well and targeted outcomes oriented case-management.
- **The 21st Century Learners Agenda** - (LPC Framework = Citizenship) Enhance the unique identity of Home Hill SHS and utilise local and community contexts through school programs focussed on Agribusiness and STEM applicability of school programs in contemporary real world industry.

Other key priorities associated with these are:
- Continue the expanding implementation of the Australian Curriculum.
- Implementing for the New QCE Senior School implementation in 2019.
- Review progress on 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 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	256	253	241
Girls	111	107	100
Boys	145	146	141
Indigenous	29	25	29
Enrolment continuity (Feb. – Nov.)	90%	91%	94%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

In 2018, 250 students attend the school in Year 7 to Year 12. This total population is comprised of approximately 42% girls and 58% 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 13% 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 cane 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	17	18	17
Year 11 – Year 12	12	13	11

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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, Digital Technologies, Food Studies, 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.

In 2018 significant time and effort was also given to selection of, and preparation for the 2019 introduction of the "New QCE" senior curriculum.

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.
- School Fete - form classes involved in operating a fundraising stall or entertainment item.
- Motivational Media.
- 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. A new computer laboratory was implemented in 2018.

In 2016, the school 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 with specific focus, aligned to the "New QCE" in the senior school. The school has a small number of iPads, specifically to address improving learning outcomes for students with special needs.

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 that fosters 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(s)
- Chaplaincy Service
- Youth Support Coordinator
- Community Education Counsellor and Indigenous Education Worker
- 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
their child is getting a good education at school (S2016)	97%	100%	96%
this is a good school (S2035)	100%	100%	92%
their child likes being at this school* (S2001)	93%	100%	96%
their child feels safe at this school* (S2002)	100%	100%	92%
their child's learning needs are being met at this school* (S2003)	93%	100%	96%
their child is making good progress at this school* (S2004)	90%	100%	92%
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)	97%	100%	96%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school motivate their child to learn* (S2007)	90%	100%	100%
• teachers at this school treat students fairly* (S2008)	93%	100%	88%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	93%	100%	96%
• this school takes parents' opinions seriously* (S2011)	96%	100%	88%
• student behaviour is well managed at this school* (S2012)	97%	100%	84%
• this school looks for ways to improve* (S2013)	97%	100%	100%
• this school is well maintained* (S2014)	100%	100%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	93%	93%	93%
• they like being at their school* (S2036)	92%	88%	80%
• they feel safe at their school* (S2037)	96%	96%	90%
• their teachers motivate them to learn* (S2038)	98%	90%	92%
• their teachers expect them to do their best* (S2039)	98%	98%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	93%	86%
• teachers treat students fairly at their school* (S2041)	84%	75%	68%
• they can talk to their teachers about their concerns* (S2042)	87%	82%	81%
• their school takes students' opinions seriously* (S2043)	89%	80%	76%
• student behaviour is well managed at their school* (S2044)	81%	77%	69%
• their school looks for ways to improve* (S2045)	97%	96%	88%
• their school is well maintained* (S2046)	93%	92%	83%
• their school gives them opportunities to do interesting things* (S2047)	96%	86%	84%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	95%	80%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	93%
• they receive useful feedback about their work at their school (S2071)	100%	95%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	91%	85%
• students are encouraged to do their best at their school (S2072)	100%	100%	95%
• students are treated fairly at their school (S2073)	100%	98%	83%

Percentage of school staff who agree# that:	2016	2017	2018
• student behaviour is well managed at their school (S2074)	100%	93%	60%
• staff are well supported at their school (S2075)	100%	90%	62%
• their school takes staff opinions seriously (S2076)	100%	95%	68%
• their school looks for ways to improve (S2077)	100%	98%	80%
• their school is well maintained (S2078)	97%	100%	93%
• their school gives them opportunities to do interesting things (S2079)	97%	98%	81%

* 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 worked hard on establishing the building fund for the Multi-Purpose Shelter, which was completed in early 2018.

The wider community provided input into educational programs, policies, management processes, the development of the School Strategic Plan (2018 to 2022) 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, Facilities and Tuckshop Auxiliary
- Participation and attendance at annual fete
- Participation in Educational Programs
- Provision of Work Experience and Structured Industry Placement opportunities for students
- Attendance at and participation in camps, excursions, LPC week activities and sporting carnivals
- Parent – teacher reporting evenings
- Parent information evenings
- Education Week community involvement.

Respectful relationships education programs

A supportive school environment exists at Home Hill State High School to provide a framework that fosters the growth of self-discipline and mutual respect. It is designed to maximise academic achievement and support individual personal growth.

The school has developed and implemented a range of programs that focus on appropriate, respectful, equitable and healthy relationships delivered across year levels for one lesson each week.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	57	45	54
Long suspensions – 11 to 20 days	0	3	0
Exclusions	0	0	1
Cancellations of enrolment	1	2	3

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The school monitors on-going savings revealed through 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. A range of recycling strategies is being investigated to further reduce the environmental footprint.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	185,917	75,659	163,865
Water (kL)		6,458	6,443

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

> View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	31	19	0
Full-time equivalents	29	13	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	3
Graduate Diploma etc.*	1
Bachelor degree	26
Diploma	
Certificate	

*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 2018 were $ 24,329.22.

The major professional development initiatives are as follows:

- The "New QCE" Senior
- 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, Inclusive practices
- Literacy (DR-TA), writing with a purpose

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 85% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	91%	90%
Attendance rate for Indigenous** students at this school	83%	81%	77%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Year level	2016	2017	2018
Year 7	92%	93%	92%
Year 8	91%	90%	90%
Year 9	90%	90%	88%
Year 10	89%	89%	87%
Year 11	90%	89%	89%
Year 12	91%	93%	92%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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%
2016	19	12	23	46
2017	25	10	24	41
2018	21	9	27	44

Proportion of Students (0% – 100%)
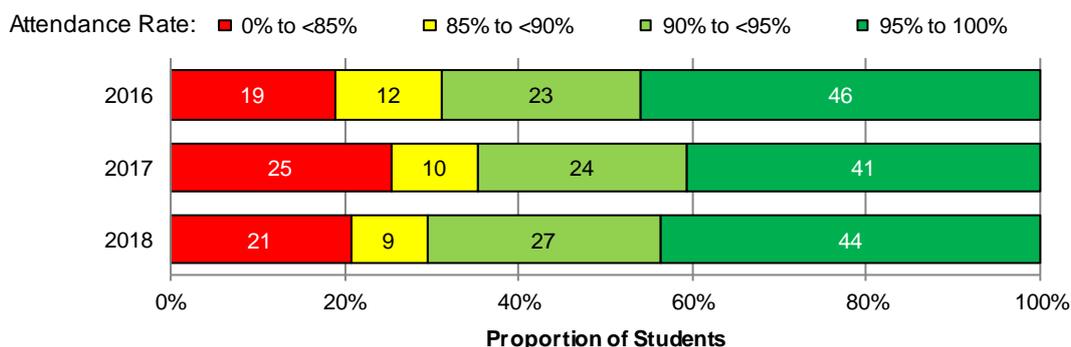
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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. Parents of students marked absence are contacted through a SMS message. 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 2018, the attendance rate was 90%. 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 in following up with non-attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

*   a summary of Year 12 outcomes

*   the number of Year 12 students in each OP band

*   the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	41	41	31
Number of students awarded a QCIA	3	5	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	38	36	31
Percentage of Indigenous students awarded a QCE at the end of Year 12	67%	50%	100%
Number of students who received an OP	20	17	15
Percentage of Indigenous students who received an OP	33%	0%	20%
Number of students awarded one or more VET qualifications (including SAT)	26	34	27
Number of students awarded a VET Certificate II or above	18	23	27
Number of students who were completing/continuing a SAT	0	2	8
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	75%	88%	93%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	98%	100%
Percentage of QTAC applicants who received a tertiary offer.	95%	100%	100%

Notes:

*   The values above:
    *   are as at 11 February 2019
    *   exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

*   *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	4	2	0
6-10	6	9	6
11-15	5	4	8
16-20	4	2	1
21-25	1	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	14	13	8
Certificate II	18	23	27
Certificate III or above	0	0	1

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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
- Certificate II in Skills for Work and Professional Pathways

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	76%	93%	79%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	80%	50%	67%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Students in the year levels 10, 11 and 12 generally 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.

A small number of students in Year 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students into alternative training pathways.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at
http://www.homehillshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx