

Home Hill State High School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Hill State High School acknowledges the shared lands of the Juru people of the Birra Gubba nation. We pay our respects to their Elders, past and present.

About the school

Education region	North Queensland Region
Year levels	Years 7 to 12
Enrolment	180
Aboriginal students and Torres Strait Islander students	29.7%
Students with disability	23.6%
Index of Community Socio-Educational Advantage (ICSEA) value	877

About the review

 <p>3 reviewers from 6 to 9 May 2025</p>	 <p>112 participants</p>	 <p>26 school staff</p>
 <p>70 students</p>	 <p>6 parents and carers</p>	 <p>9 community members and stakeholders</p>

Key improvement strategies

Domain 3: Promoting a culture of learning
Collaboratively develop agreed communication and decision-making processes to ensure clarity, cohesion and common purpose for all in supporting school priorities.

Domain 1: Driving an explicit improvement agenda
Formalise opportunities for collaborative development and implementation of an explicit Annual Implementation Plan to foster collective ownership, ensure transparent processes, and deepen staff engagement in enacting the improvement agenda.

Domain 5: Building an expert teaching team
Formalise networking opportunities beyond the school for all staff to build a connected learning community where staff learn from practice in other settings.

Domain 8: Implementing effective pedagogical practices
Collaboratively develop a shared understanding of and language about pedagogy to support the consistent implementation of agreed strategies.

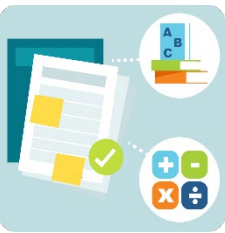
Domain 7: Differentiating teaching and learning
Systematically enact a school-wide approach to differentiation, incorporating capability development for leaders and teachers, to engage, challenge and extend each student.

Key affirmations



Staff praise the commitment to knowing the individual student and how systematic monitoring supports them to design appropriate responses that meet the needs of individual students.

Leaders affirm the Student Support Team monitors student attendance, behaviour and wellbeing, based on traffic-lighting of relevant data. Staff appreciate how regular meetings of this team result in a range of responses, including appointment of case managers, when required. Leaders highlight with pride the work of the Curriculum Accessibility and Inclusion Team (CAIT). They value the way CAIT oversees the provision of academic support to a range of students.



Senior students express appreciation for the breadth of curriculum and the support they receive from staff, giving them confidence to reflect upon, think deeply and plan for their future pathways.

Parents and students praise the ingenuity of staff to optimise curriculum breadth for senior students. Students describe a range of school-based General, Applied, Vocational Education and Training and Short Courses complemented by access to distance education, TAFE, and tertiary education providers. Staff value the individual tracking of students throughout the Senior Phase of Learning. Students appreciate the pathways meeting with a leader each term during which they focus on Queensland Certificate of Education eligibility, academic progress and post-school pathways.



Students and parents express appreciation for the range of partnerships the school has fostered to increase the range of learning opportunities and enhance post-school pathways.

School leaders detail a wide range of external partnerships, encompassing wellbeing, academic enrichment, vocational learning, university experiences, Indigenous linkages, career education and work experience. Staff, parents and students highlight the delivery of Certificate II Production Horticulture as an outstanding example of innovation that reflects community interest and aspiration. Parents, staff and community members celebrate the interconnected relationships the school has with the local community. They describe many examples of the mutual benefits these long-standing relationships have for students, the school and the district.



Parents and students celebrate the extracurricular opportunities available to students that provide opportunities for them to showcase their talents and engage their interests.

Parents and staff value the participation in various competitions and community events including regional and state success in Opti-Minds competitions over the past 2 years. They highlight events such as annual drama performances, sports excellence programs, agriculture competitions and Science Technology, Engineering, Arts and Maths programs. Students appreciate how they can earn merit points and ‘Crusher Cash’, as part of the approach to Positive Behaviour for Learning. Students value activities such as Harmony Day, WHAM – Wellbeing, Health and More days and National Aborigines and Islanders Day Observance Committee celebrations, engaging them in community events that develop a sense of community service.