


QUEENSLAND STATE SCHOOL REPORTING - 2010

Home Hill State High School (2094)

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Principal's foreword

Introduction

The strategic directions contained in the School Strategic Plan 2008-2010 were followed with significant achievements in all four focus areas: Literacy and Numeracy, Curriculum Provision, Standards and Workforce. Those achievements outlined in this report pertain to 2010 student learning objectives and workforce capability objectives, specifically:

- that student outcomes were maintained at high standards;
- a quality and diverse curriculum was developed, implemented and evaluated;
- work-force capability was enhanced through professional development.

Award ceremonies at the end of 2010 saw large numbers of awardees obtain recognition for achievement in academic, cultural, sporting, leadership and community service activities. This achievement was attained by students across all year levels. Data pertaining to the performance of the 2010 year twelve cohort published at the beginning of this year indicated both high standards of achievement and participation in a diverse curriculum. Data on the destinations of the year twelve cohort, gathered by the school, indicated that students effectively made the transition from school to work or further study.

All members of staff across all categories were engaged in professional development activities throughout the year. These activities ranged from compliance with system imperatives such as student protection training and code of conduct training to more specific curricular, co-curricular and leadership activities.

School progress towards its goals in 2010

Home Hill SHS met many of the baseline data performance measures outlined in the 2010 Annual Operation Plan. Achievement of school targets was reflected in: the performance of year 9 students in NAPLAN (documented later in this report) as well as Year 12 outcome data including 91% of students being awarded a QCE; 71% of OP eligible students receiving an OP 1-15; 94% of year 12 students graduating with a SAT, QCE, IBD or VET qualification. 'Closing the Gap' strategies employed by the school continue to lessen the gap between Indigenous and non-Indigenous reading, writing and numeracy achievements as reported in the school NAPLAN data. School Improvement Target planning will continue to address Education Queensland's key priorities in 2011 and beyond.

Progress in a number of strategic directions has been reviewed over the three year cycle of the current School Strategic Plan which ended in 2010. School review and planning for the 2011-2014 School Strategic Plan was completed by October 2010 and subsequently reviewed and approved by Regional personnel. The school has a new School Strategic Plan for the quadrennium 2011-2014.

Future outlook

Strategic issues in the 2011 Operational Plan are arranged under five categories: STUDENT ENGAGEMENT AND PERFORMANCE, CURRICULUM, PROFESSIONAL DEVELOPMENT, SCHOOL PRIDE and WORKING TOGETHER.

Strategies to address these areas include:

STUDENT ENGAGEMENT AND PERFORMANCE

- ❖ Develop and implement policies, procedures and strategies aimed at improving student attendance, behaviour and well-being.
- ❖ Develop a school data plan that outlines processes to collect, analyse and synthesise student performance data to inform teaching, learning and assessment practices.
- ❖ Implement targeted initiatives to improve performance in literacy, numeracy, science and computer technology.
- ❖ Continue to provide co-curricular and extra-curricular programs valued by the school community.
- ❖ Celebrate achievement and effort through reward and recognition.
- ❖ Further develop career planning processes including monitoring of achievement to advise appropriate pathways.
- ❖ Foster a culture of high expectations, reflection and improvement.

CURRICULUM

- ❖ Plan for and implement the Australian Curriculum.
- ❖ Continue implementation of Queensland Curriculum, Assessment and Reporting Framework.
- ❖ Develop quality programs that:
 - "Close the Gap" in educational outcomes for Indigenous students;
 - offer educational adjustment and enhance outcomes for students with a disability or "at risk";
 - address performance in literacy, numeracy to meet national standards;
 - extend gifted and talented students;
 - ensure smooth transition from primary schools.
- ❖ Develop a middle school philosophy.
- ❖ Continue implementation of Queensland Studies Authority syllabuses and certification processes.
- ❖ Continue to provide a variety of effective pathways through the senior phase of learning, including opportunities to acquire nationally recognised vocational certificates.

PROFESSIONAL DEVELOPMENT

- ❖ Use the Professional Standards for Queensland teachers as the framework for reflection, planning, learning and development of teaching staff.
- ❖ Support staff to develop their Individual Development Plan and Professional Learning Plan.
- ❖ Support staff participation in professional development opportunities through provision of financial and time resources.
- ❖ Develop a culture of collegial professional development and peer mentoring to support knowledge sharing, improve standards and assist succession planning.
- ❖ Encourage development of leadership capabilities and provide opportunities for undertaking leadership roles.
- ❖ Celebrate achievement of staff through recognition.

SCHOOL PRIDE

- ❖ Continue to implement practices which provide safe, supportive and healthy work environments.
- ❖ Provide digital technologies for staff and student use.
- ❖ Implement facilities and assets maintenance and improvement strategies.
- ❖ Encourage practices to reduce the environmental footprint and develop a commitment to a sustainable future.
- ❖ Conduct regular systems appraisals regarding administrative practices and procedures to ensure delivery of effective, cost-efficient services.

WORKING TOGETHER

- ❖ Develop closer strategic working relationships with education support agencies and business organizations in our local area.
- ❖ Continue to promote the school through the school noticeboard, website, school newsletter and media avenues.
- ❖ Continue to hold community functions at the school.

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School Profile

Coeducational or single sex: Coeducational

Year levels offered: Year 8 to Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
275	137	138	84%

Characteristics of the student body:

Currently 275 students attend the school in Year 8 to Year 12. This total population comprises approximately 50% girls and 50% boys. Approximately 32% of the students at Home Hill State High School travel to and from school by bus.

There is a small number of Aboriginal and Torres Strait Islander students (approximately 6.5%) in attendance, 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 a reasonable number being 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 collar and blue collar occupations supporting the farming industry.

The school also supports a significant number of students (approximately 20%) with varying degrees of learning difficulties. A small number, approximately 3%, are ascertained with disabilities, and a similar number have learning difficulties or learning disabilities (1.5%). Approximately 7.7% of students are identified each year as being at educational risk.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3					
Year 4 – Year 10	15	100%	100%	0%	0%
Year 11 – Year 12	14	95%	95%	0%	5%
All Classes	15	99%	99%	0%	1%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	64
Long Suspensions - 6 to 20 days	4
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings.

In 2010 the school's curriculum was delivered through subjects which were arranged on a year level timetable. Students selected a number of subjects to study in each year level.

- In year 8, students undertook a common curriculum addressing all of the Key Learning Areas.
- Intercultural Studies with a focus on Italian was the LOTE taught in year 8.
- RIB-IT was provided in year 8. RIB-IT is a reading program, which encourages students to read.
- 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, Study of Society and Environment and Physical Education was delivered. Student negotiation of subject choice between Business Studies, Information and Communication Technology, Home Economics, Art, Drama and Industrial Technology and Design occurred in years nine and ten.
- Smart Moves was provided to all students in years 8 and 9.
- SET (Student Education and Training) planning began 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 college;
- School Based Traineeships;
- Nationally recognized certificate courses.

Learning programs and certification opportunities were provided for the full range of students including students with disabilities and learning difficulties.

Extra curricula activities

- Interschool Sport - sporting fixtures at district level and regional level representation as well as NQ trials
- Awards and Certificates issued at Sports Awards Night 2010
- Interschool Drama Festival - "Burdekin Valley Hospital" was the successful production in 2010
- 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 years 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 Snowies educational excursion
- Hospitality – dinner evenings with three dinners being catered for by the Hospitality students

Our school at a glance

- Fete - form classes involved in operating a fundraising stall or entertainment item
- Alternative Week activities
- Arts Council production
- Multi-Media presentation – Motivational Media presented “The Power of Everyone”.
- Smart Future 4 North Queensland Careers Expo
- James Cook University Experience day
- Engineering Link Program
- Science and Engineering Challenge in Townsville, Brisbane and Gosford
- 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
- Back to School – Community open day and luncheon as part of Education Week
- People to People – USA Exchange
- Stanton Lodge stay

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. In 2010 ICT resources were expanded and enhanced with upgrades to the facilities across the school and the inclusion of interactive whiteboards in various faculty areas which teachers can use in conjunction with their C4T laptops. Students benefit from a broadened variety of curriculum delivery methods including power-point presentations and web-cast programs. A third student computer room was established using NSSCF funding.

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 the school survey both parents and students’ responses were very positive. Student responses to “the opportunities you have to use computer technology for learning at school” (S172) and parent responses to “access your child has to computer technology” (S171) were above both the state average and like schools.

Social climate

In 2010 the school featured a strong culture of staff and community commitment to providing opportunities that supported students in the learning process. A supportive school environment at Home Hill State High School existed to provide a framework which fostered the growth of self-discipline and mutual respect and was designed to maximise academic achievement and personal growth.

Parent and student responses to questions on social climate in the School Survey were very positive. Student responses to questions about the school climate ("ability to get involved in school activities" S152; "happy to attend this school" S151; "behaviour of students" S148; "safety at school" S145; "fair treatment" S147) were all similar to the state and like schools data. Parent responses to similar school climate questions were, in the main, on par with state means and like schools.

Programs and strategies designed to facilitate this culture in 2010 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
- P & C Financial Support for a range of activities
- Introduction of full colour school magazine
- Student production of a year 12 Seniors' Book
- Programs to support students:
 - Anti-Harassment/Bullying
 - Human Relationships Education
 - Career Education and Student Education and Training Planning
 - Year 8 Orientation
 - Student Leadership:
 - Student Council, School Captains, House Captains
 - Interact Club
 - Toastmasters' Youth Leadership Program
 - Student Working Committees (eg Valedictory, Senior Room, Environment, Senior Book).

Our school at a glance

Parent, student and teacher satisfaction with the school

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	75%
Percentage of students satisfied that they are getting a good education at school	70%
Percentage of parents/caregivers satisfied with their child's school	75%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	70%
Percentage of staff members satisfied with morale in the school	83%

Involving parents in their child's education.

The school enjoyed strong community support and a close working relationship with parents and the Parents and Citizens' Association. The wider community provided input into educational programs, policies, management processes, the development of the new School Strategic Plan (2011 to 2014) and the acquisition and maintenance of resources and facilities.

Parent responses on the school survey indicated satisfaction levels with "the approachability of staff" (S153), "the opportunities to participate in school decision making" (S155), "the school makes you feel welcome" (S157) and "the school communicates well with you" (S164) were on par with all State schools and like schools data.

Student responses on the school survey indicated satisfaction levels with "opportunities to participate in decisions about the school" (S156) were above both like schools and all State schools.

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
- Attendance at annual fete
- Participation in Educational Programs
- Accommodation of billets – People to People Program
- Provision of Work Experience and Structured Industry Placement opportunities for students
- Attendance at and participation in camps, excursions, alternative week activities and sporting carnivals
- Parent – teacher reporting evenings
- Parent information evenings
- Parent and student involvement in the development of the new School Strategic Plan 2011 to 2014
- Education Week community involvement

Our staff profile

Reducing the school's environmental footprint

The school adopted a sustainability focus and during 2010 established a school committee comprising both students and staff to oversee and implement energy saving and recycling measures for the total school community. The school installed 5.0Kwatt solar panels on one building as well as water saving initiatives. This sustainability focus is continuing with more solar panels to be installed during 2011.

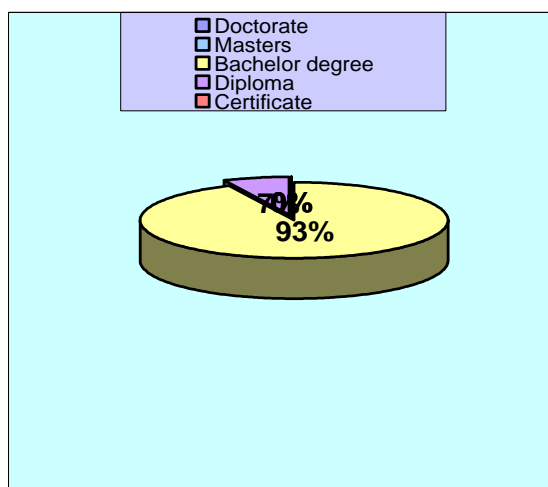
Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity kWh	WaterKL	GasMJ
2010	\$63,267	\$46,342	\$5,265	\$9,779	\$1,881	\$0	\$0	217,568	3,098	0
2009	\$44,434	\$34,132	\$0	\$0	\$2,521	\$0	\$7,781	205,177	5,817	0
% change 2009 - 2010	42%	36%	N/A	N/A	-25%	N/A	-100%	6%	-47%	N/A

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	29	17	0
Full-time equivalents	27	11	0

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	27
Diploma	2
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 were \$10471.56.

The major professional development initiatives were as follows:

- Qld Studies Authority workshops
- Literacy – “The Key to Learning” workshops
- OneSchool In-services
- Learning Support/Behaviour Support seminars
- EQ sponsored professional development (eg Aspiring Leaders’ workshop)
- Networking – HOSES, Deputy Principals’ meetings, Principals’ meetings
- Up-skilling – eg Abseiling in-service
- Conferences – QSA, Middle School, Beginning Teachers’ conference
- AQTF/VET workshops
- Child protection and Code of Conduct training
- Strategic planning workshops for all teaching staff

The involvement of the teaching staff in professional development activities during 2010 was 100%

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2010.

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 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 92%.

Student attendance for each year level

							Year 8	Year 9	Year 10	Year 11	Year 12
							93%	89%	93%	91%	92%

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

School rolls are marked in the morning at form classes. Form classes are arranged in year levels. Rolls are also marked each lesson throughout the day by class teachers. A parent or carer whose child is absent is required to provide advice regarding the absence. If no advice has been received from the parent/carer the student, on his/her return, is given a note that must be taken home and returned the following day signed by the parent/carer to outline the reason for the absence. If this does not occur then the absence is followed up by telephone contact to the parent/carer. This process is co-ordinated by a Head of Department. 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.

Students with any prolonged unexplained absences are sent letters in line with EQ policy.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a yellow "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

Performance of our students

Achievement – Closing the Gap

Student attendance has improved over the five year period 2006 to 2010 from a gap of 9.7% in 2006 between indigenous and non-indigenous to a gap of 4.8% in 2010. Student retention over the same period has improved from a gap of 64% in 2006 to a gap of 38% in 2010. There is still a large gap between indigenous and non-indigenous in the student attainment category. It is difficult to report information in this area due to the small number of students in each cohort.

The school has implemented a number of strategies to improve student attainment particularly in the NAPLAN tests through the use of small group tutoring and the provision of specialized resources.

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	74%
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Outcomes for our Year 12 cohort of 2010

Number of students receiving a Senior Statement.	35
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	1
Number of students receiving an Overall Position (OP).	21
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	4
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	24
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	19
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	32
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	71%
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.	94%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%

Performance of our students

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2	7	6	5	1

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
12	19	1

The Certificate 1 qualifications include Hospitality and Information Technology. The school also issues qualifications in Certificate II in Business.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

In 2010 10.6% of the student population left the school in the period February to November. 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 district. A small number left to go to another local high school.