

# Home Hill State School

## Queensland State School Reporting

### 2013 School Annual Report



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## Principal's foreword

### Introduction

Welcome to the Home Hill State School 2013 Annual Report. This report identifies the achievements of the 2013 school year. Home Hill State Schools celebrates 100 years of quality education in September this year. Steeped in History with generations of families having attended the school, Home Hill State with the support and engagement of the wider community continues its explicit agenda of adding value to each child every day in every classroom through explicit teaching and learning programs to equip them for their roles as we progress into the 21<sup>st</sup> Century.

Throughout 2013 we committed to the School Strategic Plan focus and recommendations from our Teaching and Learning Audit: An Explicit Improvement Agenda, Analysis and Discussion of Data, A Culture That Promotes Learning, Targeted Use of School Resources, An Expert Teaching Team, Systematic Curriculum Delivery, Differentiated Classroom Learning and Effective Teaching Practices. The school engaged in Putting Faces on the Data, based on the international research published by Lyn Sharratt and Michael Fullan leading to the development of a school wide Curriculum, Assessment and Reporting Framework.

The school's priorities include social and emotional learning and sustainable citizenship. Students are encouraged to be CRISP KIDS (Courteous, Responsible, Industrious, Safe and Proud and Kind, Inclusive, Determined and Supportive).

HHELP (Home Hill Environmental Leadership Program) and Reef Guardians (sustainable environmental education) are unique programs supporting student development as active, informed and environmentally aware citizens. During 2013 networking opportunities, with both primary and high schools, were promoted and enhanced. In 2013 staff were encouraged to access professional development opportunities focusing on the Australian Curriculum, Curriculum into the Classroom (C2C) and Information Technology, empowering students to become resilient life-long learners as active participants in a changing world.

*Judith White - Principal*

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### School progress towards its goals in 2013

#### School Curriculum

A whole school curriculum plan was implemented with the addition of the new KLA of History. This was taught through the Curriculum into the Classroom materials.

A whole school-wide approach to reading and comprehension was introduced with a specific focus on phonics program for students in Prep to year 3 with a key focus on explicit teaching of reading strategies and comprehension skill.

PM Benchmarks and school wide targets were used to monitor and respond to student's progress. Home Hill State School 3 Faces to Data was introduced through our Short Cycle Data conversations- knowledge of students understanding and gathering this information to inform learning intentions, feedback, assessment and goal setting.

ACER PAT Testing commenced in Reading and Mathematics. Students Achieving Success (SAS) program was integrated for selected students to engage them in learning, through Information Communication Technologies (ICT). Individual Learning Plans (ILPs) were developed and implemented for all Aboriginal and Torres Strait Islander students with a focus on improved Literacy and Numeracy and attendance.

A whole school EATSIPs Plan was developed in consultation with key leaders, parents and community elders and members of the wider community.

#### School and Community

A rigorous process was implemented for monitoring absences through targeted use of administration resources. As part of our rigorous process the school reviewed its Responsible Behavior Plan for Students in preparation of our School Discipline Audit in September 2014. "Every Day Counts" is evident in our communication with the parents and carers. Attendance percentage is published in the weekly newsletter and recognition of the class with the highest attendance.

The school began its transition to Junior Secondary processes for all year 6 and 7 students, parents and careers through engaging in the Primary-Secondary school transition program with Home Hill State High School.

The school continued with its student leadership and student council processes which provide opportunity for students to participate in the strategic and day-to-day operations of the school.

Interviews with school leaders were undertaken with all prospective Prep students' families to share expectations and assess specific learning needs in the year prior to enrolment.

The school chaplain has continued as an active member in establishing and maintaining connections to the school and wider community.

#### Teaching Practice

All teaching staff were involved in the development of a school Curriculum, Assessment and Reporting Framework. Under the NQR Guiding Coalition all staff embraced the Putting Faces on the Data Process: an action for all teachers to master using data to drive improved performance by having every student, every face, counting and being counted.

A school website has been established on the Learning Place: Home Hill State School Coaching for Success, which provides all staff with a wide range of resources and strategies for planning, explicitly teaching and putting faces to data. All teachers engage in an explicit improvement agenda with a focus on reading and writing that has been communicated to parents and is articulated in our Annual Implementation Plan. Through the continuance of our appointed Literacy and Numeracy Coach all staff continued to embrace the culture of coaching within our school. Through the culture of coaching the teachers engaged in differentiated planning, explicit teaching, reflective feedback and modelling of explicit instruction: Putting

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Faces on the Data' Process. All teachers engaged in developing their performance plans and reviews.

Staff meetings were used to deliver professional learning in key priorities for the school: - reading, writing, data analysis, differentiation and explicit teaching. All teachers engaged in cluster moderation and planning.

### **Principal Leadership and School Capacity**

Home Hill Primary has adopted an improvement strategy informed by the recommendations of our Teaching and Learning Audit and the research of Lyn Sharratt and Michael Fullan – Putting Faces on the Data.

Principal, Head of Curriculum, Literacy and Numeracy Coach and STL&N participated in professional learnings to guide and inform instructional leadership capabilities of all staff.

Principal walk throughs, co-teaching sessions and regular professional learning conversations with all teachers to develop a culture of coaching and feedback.

Active participation in the Townsville / Burdekin Professional Learning Community.

### **Future outlook**

Key priorities for 2014

#### **School Curriculum**

- Enact a whole school approach to the teaching of Reading.
- Differentiate instruction for students and groups of student's needs – focused explicit lessons.
- Develop staff confidence and abilities in analysing school data to inform differentiation for all students and planning.
- Implementation of Geography, unpacking and moderation of geography units across the cluster schools using models developed by the cluster team.
- Embed Aboriginal and Torres Strait Islander Perspectives across all year levels.

#### **Teaching Practice**

Implement School Wide Pedagogical Framework

- Embed Putting Faces to the Data across all year level to improve performance in Reading Comprehension.
- Build teacher capabilities around Home Hill Primary's Pedagogical Framework of Explicit Instruction.
- Build upon teacher's access the Home Hill State School Coaching Site for improving performance in Spelling and Writing.

#### **Principal Leadership and School Capability**

- Continue to develop and identify the Instructional Leadership capabilities of all staff. Attendance at Professional Learning Community meetings.

#### **School and Community**

- Development of Junior Secondary transition plan for students in years 6 and 7 for 2015. A plan for transition to high school will be collaboratively developed with Home Hill State High School for transition to Junior Secondary for the Year 6 and 7 students.
- Implement the Great Results Guarantee and identified programs to improve the reading and writing of students in Prep to Year 3.

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	312	142	170	92%
2012	289	135	154	87%
2013	281	122	159	91%

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

### Characteristics of the student body:

Home Hill is a rural community and part of the Burdekin Shire. It has an approximate population of 3000 and is heavily reliant on the local primary industries for employment. 13% of our students have the following cultural backgrounds – Aboriginal and Torres Strait Islander. The 'Jiru' people are the traditional custodians of the land.

The school Index of Community Socio-Economic Advantage (ICSEA) value is 925 compared to the average of 1000. An increasing number of students come from single parent families.

### Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	22	22	21
Year 4 – Year 7 Primary	27	25	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	10	16	9
Long Suspensions - 6 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

# Our school at a glance

## Curriculum offerings

Our distinctive curriculum offerings:

All students study these common subjects – Australian Curriculum: English, Mathematics, Science, History and Geography. Students also study Key Learning Areas (based on QCAR Essential learning's): Studies of Society and Environment, The Arts, Technology and Health and Physical Education.

Home Hill Primary School also offers learning opportunities in the following areas:

- ICT – The school has a Computer Lab and networked computers in every classroom in the school.
  - Integrated Unit assessment tasks have a mandated ICT component and ICTs are integrated into pedagogical practices, planning and assessment. Interactive whiteboards are provided for all classrooms.
  - Kids matter, a national mental health promotion, prevention and early intervention initiative aimed at primary - aged students continue to deliver the social and emotional learning program Bounce Back.
  - Languages Other Than English (LOTE) is delivered through the language of Japanese and is taught to Year 6 and 7 students.
  - Students enrolled in the Special Education Program (SEP) have a profile, an Individual Education Plan (IEP) and study a more individualised learning program.
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# Our school at a glance

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## Extra curricula activities School community functions and extra curricula activities conducted included:-

- ICAS Science, English, Mathematics, Spelling, Writing and Computer Competitions
- QLD Arts Council
- School Camp to Mungalli Falls for year 5, Lake Tinaroo Years 6 and 7
- Student Media Group
- Class Buddy Peer Mediation and Support Program
- Interschool Sport, Cross-Country and Athletics Carnivals
- Education Week Celebrations
- Christmas Concert, School Awards and Graduation Ceremony
- School Discos
- Fancy Dress Dance Night
- Verse Speaking and Choral Performances at the Burdekin Schools Choral Challenge
- World Teachers Day, Teacher Aide Day, Cleaners Day and Chappie Day
- Sports Programs – Swimming Club, Flippa Ball, Football, AFL, Rugby League and Tennis
- HHELP (Home Hill Environmental Leadership Program) is a leadership program which promotes and encourages the civics values of Australian democracy. We deliver this to our entire school community through the governance of the Student Council and through Environmental Education.
- The school also registered as a Reef Guardian School in 2013 with access to a Reef Guardian co-ordinator. Four student leaders were identified and trained in environmental leadership through the Future Leaders Environment Conference (FLEC).

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## How Information and Communication Technologies are used to assist:

Every teacher is supplied with their own personal laptop as part of the computer for teachers program.

- 87% of staff has either an ICT Certificate or ICT Pedagogical Licence and staff and student data relating to ICTs is equal to or above the state mean.
- Each classroom has between 2 and 5 desktop computers as well as the teacher's laptop.
- All classrooms are fitted with electronic interactive whiteboards and data projectors.
- A computer lab operates with 30 desktop computers and a mini lab of 10 computers in the Resource Centre.
- Students in years 4 and 6 access online educational support programs through School of Distant Education to enhance their Reading and Writing skills.
- A part-time Computer Technician ensured continuity of program through timely repair, support and maintenance.

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## Social climate

Home Hill State School provides a very safe and supportive school environment supporting all the students, staff, parents and the wider community members who engage with the school on a regular basis. The school provides the services of a Behaviour Management Support Teacher (BMST) and a Guidance Officer (GO) who visits the school on a weekly basis to provide for students and parents with support through professional counselling and behavioural modification. Once a fortnight we also have access to an Education Queensland Speech Therapist. Our chaplain supports our students and their family with pastoral care two days a week.

At Home Hill State School, Behaviour Management is based on our CRISP KIDS and Mind Matters. Our Responsible Behaviour Plan clearly outlines our beliefs about behaviour and supports the needs of all the students within the school. An engaging and challenging curriculum and a wide range of extra curriculum activities and programs provide a positive school culture. Our teachers and other school staff actively engage with all our students enabling them to develop their social competencies and skills across all areas of the curriculum. Our teachers actively teach specific behaviours by modelling desired competences.

# Our school at a glance

## Parent, student and staff satisfaction with the school

The Parent Satisfaction Survey data indicates that parents are generally satisfied with all performance areas of the school. The data is above both the State and Like Schools in Student outcomes, Curriculum, Pedagogy, School-Community Relations, Resources, Additional Items and Overall Rating. The data is comparable with State and Like Schools in the remaining areas. The Student Satisfaction Survey data was above the State and Like schools in all areas. The Staff Opinion Survey data was above the State and Like Schools benchmarks in all areas.

<b>Performance measure</b> ( <i>Nationally agreed items shown*</i> )		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	92%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	97%	97%
their child feels safe at this school* (S2002)	100%	97%
their child's learning needs are being met at this school* (S2003)	100%	92%
their child is making good progress at this school* (S2004)	97%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	97%
teachers at this school motivate their child to learn* (S2007)	100%	94%
teachers at this school treat students fairly* (S2008)	94%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	97%	92%
this school takes parents' opinions seriously* (S2011)	93%	100%
student behaviour is well managed at this school* (S2012)	93%	92%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

<b>Performance measure</b> ( <i>Nationally agreed items shown*</i> )		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	95%
they like being at their school* (S2036)	100%	94%
they feel safe at their school* (S2037)	99%	95%
their teachers motivate them to learn* (S2038)	100%	98%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	94%
teachers treat students fairly at their school* (S2041)	99%	92%
they can talk to their teachers about their concerns* (S2042)	96%	97%

## Our school at a glance

their school takes students' opinions seriously* (S2043)	99%	91%
student behaviour is well managed at their school* (S2044)	97%	80%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	99%	97%

### Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		93%
they feel that their school is a safe place in which to work (S2070)		93%
they receive useful feedback about their work at their school (S2071)		93%
students are encouraged to do their best at their school (S2072)		93%
students are treated fairly at their school (S2073)		93%
student behaviour is well managed at their school (S2074)		93%
staff are well supported at their school (S2075)		93%
their school takes staff opinions seriously (S2076)		93%
their school looks for ways to improve (S2077)		93%
their school is well maintained (S2078)		89%
their school gives them opportunities to do interesting things (S2079)		93%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## Involving parents in their child's education

Parent participation is encouraged through Parent Partnership Meetings, Parent Partnership Newsletters, Culminating activity days, information evenings, parent/teacher reporting, Under 8's Day, Year 7 Graduation Ceremony, Assemblies and Athletics Carnivals. Parents are involved in classrooms in a variety of ways. A limited number of parent volunteers work with the teacher aides. They are very happy with classroom practices and the feeling of being welcomed into the classroom.

The P&C is extremely supportive and plays a significant role in realizing the goals and aspirations of the school. The School Tuckshop has a part time convener however its efficient operation is dependent on parents providing voluntary workers. Parents support students by encouraging and facilitating participation in a range of school and community events eg. Burdekin Primary Choral Challenge, school camps and excursions and Anzac Day.

Parents also provide considerable classroom support, assisting teachers with their delivery of programs across all of the key learning areas, particularly in reading and literacy, providing supervision during our swimming season for lessons, club and flippa ball, and also responding to requests from teachers for support with special classroom events. Staff makes home visits when required to assist parents with attendance and transitions. Parents are involved in school decision making and school activities through the Home Hill State School P & C Association.

The Resource Centre has a designated parent reference section providing information on topics ranging from effective parenting to recognizing mental health issues in children. These resources support the Kids Matter Program. The school provided professional development for parents offering programs like Support-a-Reader and Support-a-Writer and worked with Queensland Health to facilitate positive parenting programs. The school worked closely with Home Hill Kindergarten and Day Care parents to ensure a smooth transition into Prep.

## Reducing the school's environmental footprint

An Environmental Management Plan provides a platform for developing an ecologically sustainable environment. Environmental education is integral to the learning that is provided at Home Hill State School. Our aim is to foster environmentally aware citizens through real life learning experiences.

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Electricity usage increased due to air-conditioning of additional buildings such as the Resource Centre. Water usage decreased by almost 1774Kl due to the rainwater tanks supplying water for the toilets.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	161,703	5,947
2011-2012	176,235	4,975
2012-2013	178,421	5,203

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

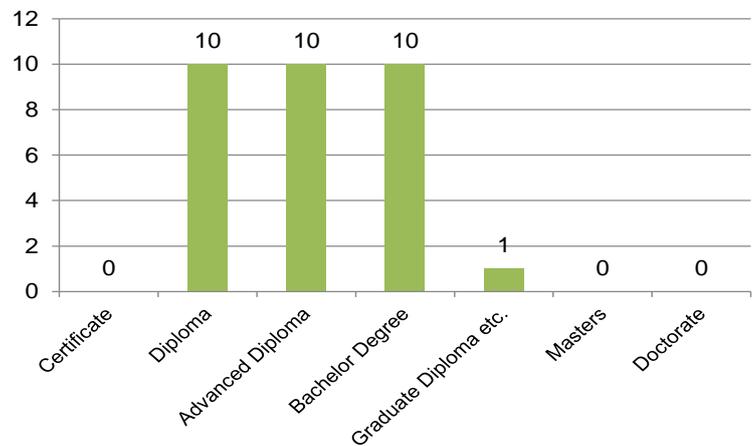
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	23	15	<5
Full-time equivalents	17	10	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	10
Advanced Diploma	10
Bachelor Degree	10
Graduate Diploma etc.	1
Masters	0
Doctorate	0
<b>Total</b>	<b>31</b>



\* 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 2013 were \$8355.94

The major professional development initiatives are as follows:

- Teacher release for coaching and Putting Faces on the Data
- Kagan Cooperative Learning
- Staff participation in specific programs including Beginning Teacher PD, Coaching Programs, Irlens, One School PD, Principals Business Meetings.
- Cluster moderation and planning
- Monkey Baa: Implementing Drama into the curriculum
- Australian Curriculum Unpacking and implementation – English, Mathematics, Science, History
- Code of Conduct, Student Protection and Asbestos Awareness

The proportion of the teaching staff involved in professional development activities during 2013 was 100%

# Our staff profile

## Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2013 school year.

## School income broken down by funding source

School income broken down by funding source is available via the *My School* website at

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**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school 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 given access to the school's *My School* entry web page.

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

## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

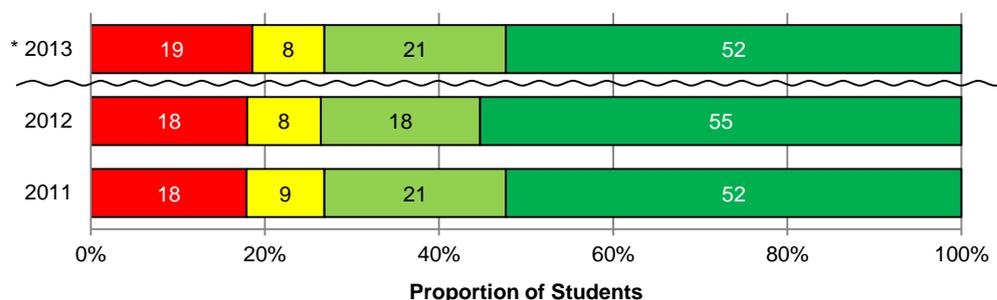
Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	92%	93%	92%	94%	94%	91%	91%					
2012	90%	92%	92%	92%	92%	94%	92%					
2013	90%	93%	89%	95%	91%	91%	92%					

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%



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

### 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.

- Home Hill State School Rolls are marked electronically and are marked twice daily.
- Parents of students who are absent without explanation are called daily.
- All unexplained absences are followed up by the Principal and Administration staff. Patterns over time are analysed and dealt with and breaches according to the legislation – Letter – Form 4.
- Weekly attendance for students is displayed on the front page of the newsletter.
- The importance of attendance at school is constantly addressed in the weekly newsletter, enrolments and all parent meetings.

**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**

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  Non-government

SEARCH

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.

## Achievement – Closing the Gap

**This strategy sets three state-wide targets for Queensland schools, two that apply to primary schools – halve the gap in Year 3 Reading, Writing and Numeracy and close the gap in student attendance. Strong improvement is noted in Reading, Writing and Numeracy. The Gap is significantly reduced and is much lower than the State and North Queensland Regional means.**

Year	Reading MMS		Writing MSS		Numeracy MMS	
	2012	2013	2012	2013	2012	2013
3	91	5	108	148	-3	86
5	58	44	36	132	90	60
7	101	33	119	33	80	62

### Attendance:

Percentage of All Student Attendance < 85% was 18.5%

Percentage of Indigenous Student Attendance <85% was 52.9%

In 2013, the gap between Indigenous and non-Indigenous student attendance was