

Home Hill State School Queensland State School Reporting 2014 School Annual Report



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Principal's foreword

Introduction

Welcome to the School Annual Report for Home Hill State School for 2014.

This report outlines the existing profile of the school including information on student learning outcomes in areas such as literacy and numeracy and the level of student, staff and parent satisfaction with the current school operations. The School Annual Report also gives a perspective on future priorities and directions.

Analysis of performance data indicates that Home Hill State School continues to improve in students' performance. Level of growth in improvement is available on the *My School* website at <http://www.myschool.edu.au/>. Parent, staff and student surveys continue to show high satisfaction levels in most areas.

During 2014, our school staff also engaged in a State Discipline Audit. Areas covered in the audit included: Principal Leadership; Parent and Community Engagement; Data Informed Decision-Making; Clear Consistent Expectations for Behaviour (this includes consequences); and Explicit Teaching of Appropriate Behaviour to all Students.

Throughout 2014, our school maintained its desire to support the needs of our students and staff through Great Results Funding plan. This meant further focus and support for our main Key Learning Areas above and staff capability enhancement.

Home Hill State School has a strong family and community atmosphere where diversity and progress is valued and celebrated in all areas.

School progress towards its goals in 2014

This report gives a "snapshot" of our school's learning and teaching journey over the year and it celebrates the efforts and outcomes in which everyone associated with the school has shared. Our school introduced a new pedagogical framework – explicit teaching; Implemented, CARS/STARS in response to NAPLAN, Commenced data collection, storage and analysis using One School mark book and Class Dashboard, Created a more comprehensive individual student portfolio, Commenced Geography KLA while consolidating History from 2013, Implemented a NAPLAN preparation program utilizing key teachers i.e. HOC/Lit coach and STLN, Re-introduced a cluster NAIDOC Day celebration, Implemented a rigorous moderation and unpacking program with cluster schools.

Numeracy, Literacy, Science and History were main curriculum areas focused upon in 2014. Further development of a common approach and language for positive behaviour and social and emotional well-being commenced across the school and wider community with Positive Behaviour for Learning to commence in 2015.

Teachers engaged in Professional Learning, Cluster Moderation and planning to focus attention on data, to improve teaching and learning through evidence based decision making.

Throughout 2014 we focussed on explicitly teaching our curriculum and continued our focus on the implementation of the Australian Curriculum in all year levels.

Planning and its implementation were successfully undertaken for Year 6 and 7 students to positively celebrate their final year of primary schooling and lead in to Junior Secondary School for 2015

We continued to implement our whole school approach to reading, writing and numeracy to improve the skill levels of all our learners. We improved our student learning outcomes measured through NAPLAN with significant growth from 2012-2014.

Future outlook

During 2015, our Leadership Team and staff will:

- Continue our intensive reading programs for students in Prep, Year 1 and Year 2 to ensure that identified students receive additional support to reduce the number of students achieving below the regional benchmarks in reading.
- Implement a comprehensive NAPLAN strategy that is transparent and focused firmly on school improvement. (Literacy/Language and Numeracy for all)
- Continue to strive to Close the Gap on indigenous and non-indigenous student performance and attendance.
- Implement Developing Performance Plans for teaching staff and leaders.
- Consolidation of One School as the operational environment for school data, plans and financial operations so to continue to personalise Learning and Teaching.
- Implement Positive Behaviour for Learning
- Continue to build a learning /feedback culture for students and staff.
- Continue to grow partnerships with all sections of our community increasing parental understanding of their child's education and increasing their participation.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	289	135	154	87%
2013	281	122	159	91%
2014	293	122	171	94%

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

Our school at a glance

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. 17% of our students have the following cultural backgrounds – Aboriginal and Torres Strait Islander and 1% with a Language background other than English. The school currently experiences a higher ratio of boys to girls. The school Index of Community Socio-Economic Advantage (ICSEA) value is 916 compared to the average of 1000.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	21	25
Year 4 – Year 7 Primary	25	26	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	16	9	35
Long Suspensions - 6 to 20 days	0	1	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- We offer the Australian Curriculum in English, Mathematics, Science, History and Geography in 2014.
- In lower school we use foundational learning programs in English to teach comprehension strategies, spelling and phonemics. From Prep-6 we have also introduced the CARS/STARS reading comprehension program in response to a comprehensive NAPLAN analysis in 2013.
- Extension and enrichment for high academic achievers. All students achieving at a high level are identified for individual programming.
- Interschool sport on Friday afternoons is conducted three terms a year with a term of half day carnivals. All students in years 5-7 participate with other cluster schools.
- Year 4-7 students have access to an Instrumental teacher on campus one day a week
- Year 5-7 students have access to a Japanese teacher on campus twice a week

Extra curricula activities

- ICAS Science, English and Mathematics Competitions for year 4-7.
- QLD Arts Council to perform each term and hands on Maths travelling show.
- School Camp to Mungalli Falls for year 5, Kinchant Dam Years 6 and 7.
- Student Media Group to run Broadcast Room and promote the school.
- Class Buddy, Peer Mediation with BMST and Support Program.
- Interschool Sport, Cross-Country and Athletics Carnivals.
- Christmas Concert, School Awards and Graduation Ceremony.
- NAIDOC Day with several cluster schools to be held on campus.
- Annual Fancy Dress Dance Night and School Discos
- Verse Speaking and Choral Performances at the Burdekin Schools Choral Challenge.
- Choir– offered during school breaks by our specialist music teacher.
- World Teachers Day, Teacher Aide Day, Cleaners Day and Chappie Day.
- Sports Programs – Swimming Club, Water Polo, Flippa Ball, Football, AFL, Rugby League and Tennis.
- District and Regional Representative Competitions.
- 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 2014 with access to a Reef Guardian co-ordinator. An environmental program is being developed in conjunction with our Reef Guardian Co-ordinator for selected students in year 5-7. Reef Guardians have access to FLEC which is a day-long leadership course in environmental studies.

How Information and Communication Technologies are used to assist learning

Our school places significant emphasis on the use of ICTs in the classroom. All students accessed computers and the internet through the Computer Lab and workstations in the Resource Centre to enhance their information and communication skills and to provide maximum opportunities to include these skills in the presentations of their learning.

- Each classroom has between 2 and 5 desktop computers as well as the teacher's laptop.
- A computer lab operates with 30 desktop computers and a mini lab of 10 computers in the Resource Centre.

Working Digitally:

- All teachers use an Interactive White Board as part of their teaching. This enables all classes to access the electronic curriculum resources that include streamed video and online interactive activities.
- Interactive whiteboards in each classroom using electronic teacher collection; learning objects and the internet. Digital tools which include: digital cameras; microphones; laptops; iPad and computers.
- Every teacher is supplied with their own personal laptop as part of the computer for teachers program.
- In 2014 teachers were required to input all school diagnostic data into their One School mark books in addition to standard reporting procedures.

Developing Professionals:

- Use of Smart classroom PD Framework
- Professional Development offered in Learning Pathways; Virtual Classrooms; ACARA familiarization; mobile devices (i.e. iPads) and use of Interactive Whiteboards.
- Sharing of "Best Practice"
- Teachers in-serviced on One School applications regularly through school and cluster P.D.

Enabling Learners:

- Use of Student ICT expectations to incorporate ICT into lesson plans.
- Use of a variety of online learning environments for students.
- iPads used for individual and group work purposes within the classroom.
- Students have access to 2 school typing programs, Spelling City and Reading Eggs.

- Students have access to computers before school and at lunch breaks to complete assessment.

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. 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.

We respond to inappropriate behaviour with a range of strategies and in accordance with the Home Hill Responsible Behaviour Management Plan. One School is used to record all behaviour incidents.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	92%	96%
this is a good school (S2035)	100%	100%	96%
their child likes being at this school* (S2001)	97%	97%	96%
their child feels safe at this school* (S2002)	100%	97%	96%
their child's learning needs are being met at this school* (S2003)	100%	92%	96%
their child is making good progress at this school* (S2004)	97%	92%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	97%	92%
teachers at this school motivate their child to learn* (S2007)	100%	94%	92%
teachers at this school treat students fairly* (S2008)	94%	100%	92%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	92%
this school works with them to support their child's learning* (S2010)	97%	92%	92%
this school takes parents' opinions seriously* (S2011)	93%	100%	92%
student behaviour is well managed at this school* (S2012)	93%	92%	92%
this school looks for ways to improve* (S2013)	100%	100%	96%
this school is well maintained* (S2014)	100%	100%	96%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	95%	95%
they like being at their school* (S2036)	100%	94%	95%
they feel safe at their school* (S2037)	99%	95%	96%
their teachers motivate them to learn* (S2038)	100%	98%	99%
their teachers expect them to do their best* (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	99%	94%	96%
teachers treat students fairly at their school* (S2041)	99%	92%	98%
they can talk to their teachers about their concerns* (S2042)	96%	97%	95%
their school takes students' opinions seriously* (S2043)	99%	91%	92%
student behaviour is well managed at their school* (S2044)	97%	80%	88%
their school looks for ways to improve* (S2045)	100%	100%	99%
their school is well maintained* (S2046)	100%	100%	98%
their school gives them opportunities to do interesting things* (S2047)	99%	97%	98%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		93%	100%
they feel that their school is a safe place in which to work (S2070)		93%	100%
they receive useful feedback about their work at their school (S2071)		93%	100%
students are encouraged to do their best at their school (S2072)		93%	100%
students are treated fairly at their school (S2073)		93%	100%
student behaviour is well managed at their school (S2074)		93%	93%
staff are well supported at their school (S2075)		93%	93%
their school takes staff opinions seriously (S2076)		93%	96%
their school looks for ways to improve (S2077)		93%	96%
their school is well maintained (S2078)		89%	100%
their school gives them opportunities to do interesting things (S2079)		93%	96%

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

'Agree' represents the 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.

Involving parents in their child's education

The parents of Home Hill Sate School are involved across many aspects of the school life through:

- Supporting the Burdekin Primary Choral Challenge, school camps and excursions and Anzac Day.
- Assisting with classroom/class group activities and sports group supervision and practices;
- Supporting our teacher with Under 8's Day, Year 7 Graduation Ceremony, Athletics Carnival and Swimming Carnival; (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.

- Attending special events, weekly parade and annual events. (NAIDOC Day)
- Attending special class presentations and listening and enjoying performances and assemblies
- Engaging the school staff on the website and via Facebook.
- Parents and teachers share student's individual progress and reports at conferences arranged each Semester.

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.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. We have maintained our policy about the use of air conditioning – if it's over 25 degrees, turn them on, otherwise open the windows. We continue to promote the turning off of appliances and replace fluorescent tubes with energy efficient T5 lighting. Our solar panels contribute up to 1.8Kw back into the grid to offset our usage a little.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	176,235	4,975
2012-2013	178,421	5,203
2013-2014	176,679	0

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

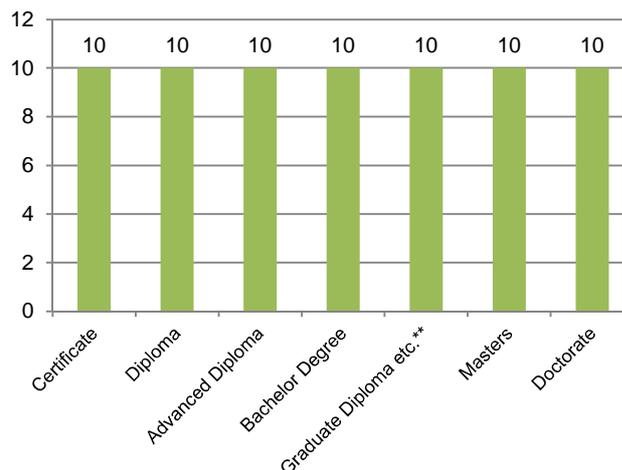
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	22	16	0
Full-time equivalents	16	10	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	10
Diploma	10
Advanced Diploma	10
Bachelor Degree	10
Graduate Diploma etc.**	10
Masters	10
Doctorate	10
Total	70



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$11520.00

The major professional development initiatives are as follows:

- The continuation of the introduction of the Australian Curriculum, Assessment and Reporting Initiative and the supportive resource - Curriculum into the Classroom were major influences on teachers' professional learning, especially in English, Mathematics, Science and History.
- Explicit Instruction – teaching
- Behaviour Management – Essential Skills for Classroom Management
- ICTs – keeping current with updates
- Staff participation in specific programs including Beginning Teacher PD, Coaching Programs, One School PD, Principals Business Meetings.
- Mandatory training - Code of Conduct, Student Protection and Asbestos Awareness

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 76% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	93%

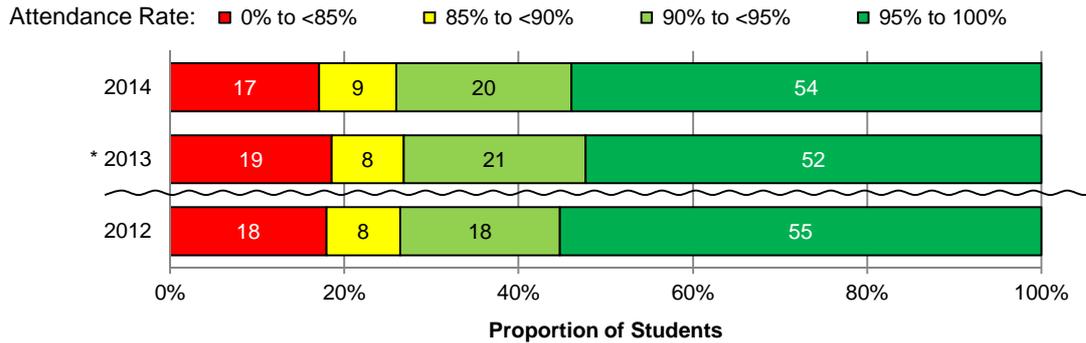
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	90%	92%	92%	92%	92%	94%	92%					
2013	90%	93%	89%	95%	91%	91%	92%					
2014	89%	91%	94%	94%	95%	93%	93%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 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 DETE 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.

Class Rolls are marked at the beginning of the day and at the commencement of the afternoon session after the second break. Children who arrive after lesson blocks have commenced (9.00) are to report to the school administration building to receive a late slip. This late slip is then handed to the child's classroom teacher so that late attendance to class can be recorded.

If a student is to be absent from school parents are able to notify the school via a written note, the office phone number, or message bank. The school will contact parent/carers if there have been a number of unexplained or high absences reported.

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.

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 Non-government

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

Indigenous student attendance has not changed relative to non-indigenous student attendance rates or in overall percentage of days attended. Enrolment of indigenous students has increased. Student performance measured for Closing the Gap does not show any clear trend.