

Hughenden State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Hughenden State School is a P to 12 school located 380 kilometres west of Townsville, serving the community of Hughenden and the Flinders Shire. The school has a current enrolment of about 69 students in the primary phase and about 46 students in the secondary phase. The school's size ensures that students gain the social and educational benefits of a 'big' school while enjoying the support and close monitoring that derive from a tightly knit, family friendly and inclusive community. Hughenden State School has an enrolment of approximately 66 primary students and 65 secondary students. As a small school we are able to provide a personalised learning journey for our students. This is evidenced in the high percentage of senior students undertaking individualised learning programs ranging from traineeships to introductory tertiary subjects. We value home school partnerships and are committed to providing every child with a balanced education in a supportive environment which help us ensure achievement of the best possible social and academic outcomes for our students. Students in the secondary phase select from a diverse range of study options made available in Year 8 to 10 through the school's vertical timetable. In Year 11 and 12, a range of learning pathways are available with authority and authority registered subjects, VSS courses, school based apprenticeships, certificate level qualifications and a flexible timetable structure.

Principal's Foreward

Introduction

Our School Report presents a snapshot of our student, staff and wider school community achievements during 2016, and the directions being taken to further enhance these outcomes. Our goal is always to provide a quality education for the whole person, including academic, social, emotional, physical and vocational.

School Progress towards its goals in 2016

The priorities for the Annual Implementation Plan for 2016:

- Implement Australian Curriculum
- Implement Quality Teaching and Learning
- Improve reading comprehension in mathematics and numeracy activities across the curriculum
- Collegial Coaching – continue development of our coaching program and aim for teachers to be offering feedback on feedback.

Implementation of Australian Curriculum is supported by an alignment process which includes adapting Curriculum to the Classroom units and assessment tasks. The whole school curriculum plan has been reviewed and is in the process of being refined. Our NAPLAN results validate our focus on Quality Teaching and Learning with significant gains in years 3 and 5. Our Year 3 Reading Writing and Spelling results matched the national cohort whilst in the domains of Reading, Writing and Spelling, 40%, 20%, and 40% respectively, of our students, were represented in the Upper 2 Bands. Our Year 5 Reading, Grammar and Punctuation results matched the national cohort whilst in the domains of Reading, Spelling, Grammar and Punctuation 22%, 11%, and 22%, respectively, of our year 5 students, were in the Upper 2 Bands. 11% of our students in Year 7 were represented in the upper 2 bands for Reading and Numeracy.

Future Outlook

2017 is our Quadrennial School Review year which will result in an endorsed Strategic Plan for 2018-2022. Priorities for the Annual Implementation Plan for 2017 include:

Facilitating instructional coaching, through collaborative inquiry to improve teaching practice aligned to the Australian Professional Standards for Teachers. This work will be informed by evidence-based practice and research grounded in knowledge about how students learn and will support all staff to achieve high standards. All teachers will employ high quality evidence-based practice that is precise and involves monitoring and tracking student improvement through student achievement data which will improve student learning and level of achievement across all curriculum areas. All students will be engaged in learning, achieving and transitioning to further education, training and employment.

The above underpins our three key improvement goals which are;

- Quality teaching and learning
- Successful learners
- Safe and supportive environments

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	143	65	78	45	89%
2015*	131	55	76	36	80%
2016	127	55	72	35	81%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

The school population has a contrast of students who are the second, third or fourth generation of their family to attend HSS through to a noticeable trend of transient students. Our local indigenous population has fluctuated with some movement into and out of the community, currently these families comprise 30% of the total school population. An Indigenous Education Worker is employed through Closing the Gap funding. Our school has an increasing number of students with Education Adjustment Profiles however they are included into mainstream classes and supported with an Individual Education Program or Individual Curriculum Program as required.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	17	20
Year 4 – Year 7	24	17	27
Year 8 – Year 10	15	14	11
Year 11 – Year 12	6	7	12

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

- Implementation of four lesson sequence in the early years (P-3).
- Implementation of teaching with a literacy focus across whole school in all curriculum areas (P-12) including use of four lesson sequence as targeted intervention for students in Years 4 – 9 as identified.

- Co-construction of learning journey walls in every secondary subject area and in English, Maths and Science in every primary classroom.
- Implementation of individual case management processes that support attendance and retention.
- Review and re-structure Positive Behaviour for Learning approach such that it incorporates, embeds and reflects a Positive Youth Development approach.

Co-curricular Activities

- Student Leadership - Secondary Leaders' participation Local Government Council Meetings, YLead Conference, Student Council,
- Secondary Student Leaders for primary classes.
- Sport - Interhouse, District, Regional Representatives.
- Arts – Hughenden Show,
- Community Events – NAIDOC Week, JCU Careers Expo. ANZAC Day Ceremonies
- Under 8's – once per year we spend a day celebrating being under 8.
- Field Trips and Camps – students participate in many field trips and camps

How Information and Communication Technologies are used to Assist Learning

Classrooms are places of collaboration and discovery where information and communication technologies (ICTs) are integrated into the learning process. Technology is used to facilitate the acquisition of more general skills such as critical thinking, communication, and life-long learning. New technologies are used to improve most areas of education such as increasing access through distance learning. All classes utilise a range of digital devices for learning including Tablets, Laptops, Netbooks, Document Cameras and Oz Bots whilst

every room and library space is equipped with integrated sound, data projectors and Interactive Whiteboard. **Social Climate**

Overview

The School Wide Positive Behaviour Program is being revised and transformed into a Positive Behaviour for Learning approach to further consolidate a positive and supportive social climate. The use of explicit targeted lessons will form one basis to underpin and reinforce whole school expectations. The school actively promotes and uses High 5 anti-bullying strategy with visual reminders displayed around the school. The shared values of the school community are included on the matrix of expected behaviour poster. This is displayed around the school along with the High 5 steps for dealing with bullying and is constantly referred to by all staff.

House Spirit is used to support and promote school pride. Our school chaplain adds another layer of social and emotional support for our students. A school based Nurse supports students from prep to year 12, the nurse also assists the smaller schools within our local district, the playgroup and kindy programs. Students have expressed that their teachers expect them to do their best* (S2039) 86% and staff have expressed that students are encouraged to do their best at their school (S2072) 90%. Parents expressed a high level of satisfaction (100%) that they can talk to their child's teachers about their concerns* (S2009), which was supported with 93% satisfaction that teachers at this school expect their child to do his or her best* (S2005) indicating that the parent community has confidence that the school sets high expectations.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	91%	100%	87%
this is a good school (S2035)	91%	100%	87%
their child likes being at this school* (S2001)	91%	75%	80%
their child feels safe at this school* (S2002)	100%	100%	93%
their child's learning needs are being met at this school* (S2003)	82%	100%	80%
their child is making good progress at this school* (S2004)	82%	100%	80%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	100%	86%
teachers at this school motivate their child to learn* (S2007)	82%	100%	79%
teachers at this school treat students fairly* (S2008)	82%	100%	73%
they can talk to their child's teachers about their concerns* (S2009)	91%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school works with them to support their child's learning* (S2010)	91%	100%	80%
this school takes parents' opinions seriously* (S2011)	91%	100%	53%
student behaviour is well managed at this school* (S2012)	91%	75%	60%
this school looks for ways to improve* (S2013)	100%	100%	79%
this school is well maintained* (S2014)	91%	100%	86%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	87%	81%	83%
they like being at their school* (S2036)	84%	70%	67%
they feel safe at their school* (S2037)	87%	81%	76%
their teachers motivate them to learn* (S2038)	95%	86%	82%
their teachers expect them to do their best* (S2039)	97%	96%	86%
their teachers provide them with useful feedback about their school work* (S2040)	91%	96%	79%
teachers treat students fairly at their school* (S2041)	78%	69%	54%
they can talk to their teachers about their concerns* (S2042)	88%	72%	60%
their school takes students' opinions seriously* (S2043)	82%	73%	62%
student behaviour is well managed at their school* (S2044)	72%	63%	40%
their school looks for ways to improve* (S2045)	83%	83%	75%
their school is well maintained* (S2046)	93%	79%	74%
their school gives them opportunities to do interesting things* (S2047)	73%	77%	74%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	90%	82%	70%
they feel that their school is a safe place in which to work (S2070)	95%	88%	75%
they receive useful feedback about their work at their school (S2071)	80%	88%	55%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	92%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	90%
students are treated fairly at their school (S2073)	100%	76%	70%
student behaviour is well managed at their school (S2074)	80%	82%	45%
staff are well supported at their school (S2075)	85%	82%	45%
their school takes staff opinions seriously (S2076)	85%	81%	53%
their school looks for ways to improve (S2077)	100%	88%	70%
their school is well maintained (S2078)	90%	76%	95%
their school gives them opportunities to do interesting	80%	94%	65%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
things (S2079)			

* 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

We continue to develop and build stronger and closer partnerships with our local council with our focus on building student capabilities and linking training programs to local employment opportunities. Our P&C Association membership has continued to grow and this has resulted in a far more effective parent body who is working diligently to engage the whole community. Functions organised by school and or the P&C have experienced strong support from the parents and community. Consistent parent involvement in their children's education is proven to be a significant factor in student success. Parent feedback is sought through internal surveys and P&C discussion. Internal surveys gain a higher percentage of responses than the annual School Opinion Survey. Twice a year we have student parent learning fairs which encompass student displays of completed work and assessment folio's where parents are invited along to view and be active participants as their child guides them through the learning that has occurred. Open Classrooms, Show and Speech Night Displays further add to our community engagement. All teachers regularly communicate with parents / caregivers through class newsletters, phone calls, emails and text messages. Whole school activities such as Interhouse Sports carnivals, Open Classrooms,-Fete (incorporating the Monster Raffle), and Hughenden Golf Day are very well supported by a wide cross section of parents and family members. Our school facilities are used by a range of community groups throughout the year for activities that utilise both our facility with buildings & grounds and the use of resources that can assist other groups through valued partnerships.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	17	17	21
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	2	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	169,911	0
2014-2015	164,050	
2015-2016	161,341	9,488

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool 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.

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 <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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	14	11	<5
Full-time Equivalent	14	9	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	1
Bachelor degree	12
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

**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 2016 were \$35 000

The major professional development initiatives are as follows:

- Quality Teaching and Learning
- Mentoring Beginning Teachers
- QCAA Senior Schooling
- QCAA SATE Training
- QCAA Early Years Conference
- Professional Learning Hub
- Collegial Coaching
- AEDC Training
- Principals Conference
- Deputy Principals Conference
- Apple I-Pad management
- Qeli Leaders Training
- Aspiring Leaders Training

The proportion of the teaching staff involved in professional development activities during 2015 was 100 %. The proportion of the teaching staff involved in professional development activities during 2016 was 100 %.

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	87%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	73%	68%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

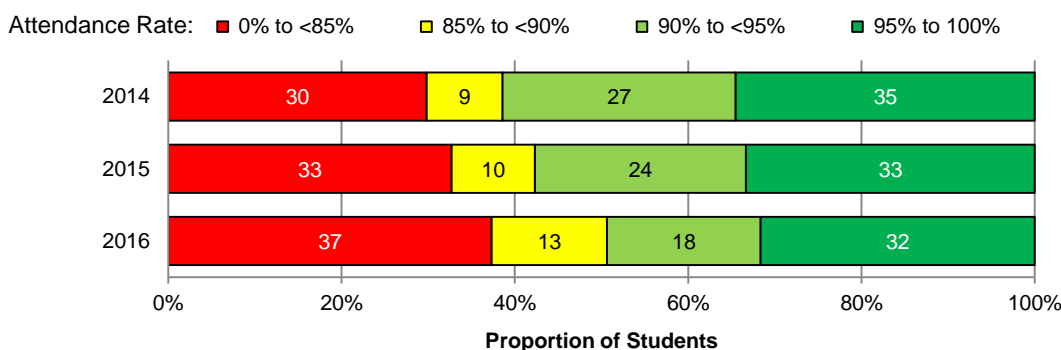
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	81%	87%	93%	88%	92%	91%	90%	90%	90%	84%	82%	82%	92%
2015	84%	76%	88%	88%	83%	91%	87%	92%	84%	88%	91%	89%	95%
2016	85%	87%	77%	80%	91%	74%	87%	90%	89%	91%	87%	85%	91%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

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.

Primary classes mark attendance rolls at the start of the day and at the beginning of period three after first break. Secondary classes mark a form roll at the beginning of the day and then every subject teacher marks their class roll upon the commencement of each subject every period every day. A daily text messaging system is in operation advising parents of any student absence immediately after the first attendance rolls are marked. A weekly attendance report is reviewed and follow up phone calls are made for any absences of three days, this includes inconsistent class absent data which is reviewed and followed up by subject teachers and admin. Awareness of effective attendance rates are also promoted through the school newsletter. Attendance is also promoted through class attendance goals and a certificate scheme which rewards and acknowledges regular attendance. When student attendance does not comply with compulsory schooling or participation requirements a case management approach is used to support attendance. This may include involvement from the Indigenous Education Worker or local Police. Case management may include the implementation of the truancy process.

NAPLAN

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

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	5	5	10
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	0	0	5
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	100%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	1	0	3
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	4	1	7
Number of students awarded an Australian Qualification Framework Certificate II or above.	1	1	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	5	5	10
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			40%
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.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			100%

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2014	2015	2016	

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	0	0	0	0	0
2015	0	0	0	0	0
2016	0	1	1	3	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	3	0	1
2015	1	1	0
2016	2	2	1

As at 3rd February 2017. The above values exclude VISA students.

In 2016 we had two students complete a Certificate 1 in Business, two students complete a Certificate 2 in Business and one student complete a Certificate 3 Business Administration.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2014	2015	2016	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	38%	45%	62%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	25%	25%	100%	

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.hughendess.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12. The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Some early leavers were unable to be contacted due to moving within the state and this is a small but continued trend. Local Employment was the destination of those early leavers who remained in the area. The school adopts a case management approach when possible through a Senior Phase Coordinator role which is undertaken by a Senior Teacher.

Conclusion

