



Hughenden State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education

Contact information



**Queensland**  
Government

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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 66 students in the primary phase and about 49 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. Primary students enjoy a wide range of learning activities with a core focus on the development of literacy and numeracy which forms the basis of the primary timetable and is supported by teaching the Australian Curriculum. Studies in the primary phase are enhanced by a range of programs including music and enrichment activities. 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.

## School progress towards its goals in 2018

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

The above underpinned our three key improvement goals which are;

- Quality teaching and learning
- Successful 21<sup>st</sup> Century Learners
- Safe and supportive environments

## Future outlook

- Build a school culture that values high expectations for engagement, attendance and student achievement.
- Collectively develop students who are 21<sup>st</sup> Century learners who demonstrate critical and creative thinking, communication, collaboration and teamwork, personal and social skills and information and communication technologies
- Annually review HSS Curriculum, Assessment and Reporting Framework alignment
- Build the skills and knowledge of teaching staff, through instructional coaching, mentoring, feedback and professional development, to share, observe and discuss effective and high-yield teaching practice.
- Develop and implement practices to quality assure the intent of curriculum units and evaluate effectiveness.
- Collaboratively develop and implement a staff wellbeing program
- Develop action plans, using the school improvement model, with documented systems, role and responsibilities of accountable officers, in relation to the implementation, monitoring and review of school improvement agendas.
- Monitor the expenditure of funds for key programs to ensure the effectiveness of targeted strategies in driving improved student achievement.
- Implement practices to support all staff members' career and capability development using a collaborative inquiry approach and the Annual Performance Review Process
- Implement and embed the *Responsible Behaviour Plan for Students*.
- Implement the *Parent and Community Engagement Framework* to engage with parents and the community to work together to maximise student learning outcomes.



- Actively engage and foster relationships with educational and support services in our region to support improved student outcomes.
- Implement the Senior Assessment and Tertiary Entrance framework.
- Implement the *Parent and Community Engagement Framework* to engage with parents and the community to work together to maximise student learning outcomes.
- Actively engage and foster relationships with educational and support services in our region to support improved student outcomes.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 12
<b>Student enrolments</b>	115

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	127	103	115
Girls	55	47	57
Boys	72	56	58
Indigenous	35	29	33
Enrolment continuity (Feb. – Nov.)	81%	80%	88%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

### 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 fluctuates with some movement into and out of the community, currently these families comprise 30% of the total school population. 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 Plan as required.



## Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	20	19	15
Year 4 – Year 6	27	23	
Year 7 – Year 10	11	10	13
Year 11 – Year 12	12	9	6

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

- Australian Curriculum is delivered using the C2C Units of work and assessment items which have been adapted and adopted to suit the multi-age context at Hughenden State School.
- Four Lesson Sequence in early years during Literacy Blocks.
- Teaching with a literacy focus across whole school in all curriculum areas.
- Use of learning walls in every classroom.
- One Sentence at a time – Writing Focus.

### Co-curricular activities

- Student Leadership – Secondary Leaders' participation Local Government Council Meetings.
- YLead conferences.
- Secondary Student Leaders for primary classes.
- Sport – Inter-house, District, Regional representatives
- Hughenden Show
- Community Events: NAIDOC; James Cook University Experiences; Careers Expo.; ANZAC Day; Under 8s Day; Book Week; Fete
- School Camps and Excursions

### 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 iPads, Laptops, Document Cameras and Desktop Computers

## Social climate

### Overview

The School Wide Positive Behaviour for Learning 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.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	87%	100%	86%
• this is a good school (S2035)	87%	100%	88%
• their child likes being at this school* (S2001)	80%	100%	88%
• their child feels safe at this school* (S2002)	93%	83%	63%
• their child's learning needs are being met at this school* (S2003)	80%	83%	75%
• their child is making good progress at this school* (S2004)	80%	100%	88%
• teachers at this school expect their child to do his or her best* (S2005)	93%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	79%	100%	86%
• teachers at this school treat students fairly* (S2008)	73%	100%	75%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	88%
• this school works with them to support their child's learning* (S2010)	80%	100%	88%
• this school takes parents' opinions seriously* (S2011)	53%	83%	86%
• student behaviour is well managed at this school* (S2012)	60%	83%	75%
• this school looks for ways to improve* (S2013)	79%	100%	100%
• this school is well maintained* (S2014)	86%	100%	100%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	83%	92%	89%
• they like being at their school* (S2036)	67%	63%	69%
• they feel safe at their school* (S2037)	76%	82%	89%
• their teachers motivate them to learn* (S2038)	82%	86%	91%
• their teachers expect them to do their best* (S2039)	86%	92%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	79%	84%	89%
• teachers treat students fairly at their school* (S2041)	54%	49%	52%
• they can talk to their teachers about their concerns* (S2042)	60%	80%	74%
• their school takes students' opinions seriously* (S2043)	62%	63%	67%
• student behaviour is well managed at their school* (S2044)	40%	51%	57%



Percentage of students who agree# that:	2016	2017	2018
• their school looks for ways to improve* (S2045)	75%	83%	85%
• their school is well maintained* (S2046)	74%	69%	83%
• their school gives them opportunities to do interesting things* (S2047)	74%	78%	80%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	70%	100%	96%
• they feel that their school is a safe place in which to work (S2070)	75%	100%	96%
• they receive useful feedback about their work at their school (S2071)	55%	85%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	78%	100%
• students are encouraged to do their best at their school (S2072)	90%	100%	100%
• students are treated fairly at their school (S2073)	70%	90%	100%
• student behaviour is well managed at their school (S2074)	45%	70%	96%
• staff are well supported at their school (S2075)	45%	75%	96%
• their school takes staff opinions seriously (S2076)	53%	85%	100%
• their school looks for ways to improve (S2077)	70%	95%	100%
• their school is well maintained (S2078)	95%	85%	100%
• their school gives them opportunities to do interesting things (S2079)	65%	80%	100%

\* 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. All teachers regularly communicate with parents / caregivers through class newsletters, phone calls, emails and text messages. Whole school activities such as Inter-house 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 education programs

The School-Based Youth Health Nurse facilitates a variety of programs (including respectful relationships) in collaboration with Kids Helpline, which are delivered across the school via virtual sessions.



## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	21	25	44
Long suspensions – 11 to 20 days	0	1	2
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

All staff model and promote energy efficient practices in relation to air conditioner use throughout the school in the warmer months of the year. The school in conjunction with the P&C have invested in water efficient irrigation systems and upgrades across the school to ensure water is used as efficiently as possible.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	161,341	172,638	156,117
Water (kL)	9,488	9,909	9,724

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

<b>Find a school</b>	<b>Search website</b>	
Search by school name or suburb <input type="text"/>		
<input type="button" value="Go"/>		
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>	State <input type="button" value="v"/>

3. Click on 'View School Profile' of the appropriate school to access the school's profile.





[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	16	13	<5
Full-time equivalents	16	11	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	1
Bachelor degree	14
Diploma	1
Certificate	

\*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 2018 were \$24,000.

The major professional development initiatives are as follows:

- QCAA / SATE / NLC training and workshops

The proportion of the teaching staff involved in professional development activities during 2018 was 100%



## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 68% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	86%	85%	85%
Attendance rate for Indigenous** students at this school	68%	70%	75%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	85%	84%	81%
Year 1	87%	92%	89%
Year 2	77%	90%	92%
Year 3	80%	79%	87%
Year 4	91%	81%	82%
Year 5	74%	82%	84%
Year 6	87%	84%	89%

Year level	2016	2017	2018
Year 7	90%	83%	88%
Year 8	89%	88%	76%
Year 9	91%	85%	85%
Year 10	87%	85%	83%
Year 11	85%	79%	88%
Year 12	91%	90%	82%

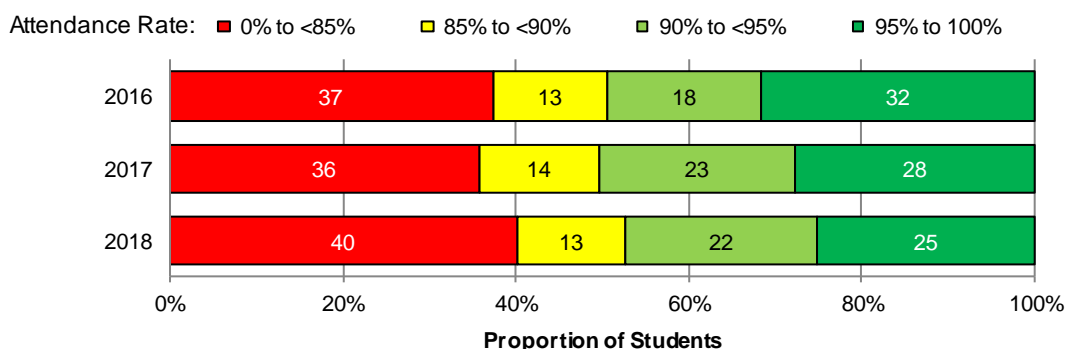
Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.



## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

- Phone calls home
- Daily absence text message
- Absence letters
- Home visits

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

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



2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	10	6	6
Number of students awarded a QCIA	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	10	6	6
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%		100%
Number of students who received an OP	5	2	0
Percentage of Indigenous students who received an OP	100%		0%
Number of students awarded one or more VET qualifications (including SAT)	7	5	1
Number of students awarded a VET Certificate II or above	3	1	0
Number of students who were completing/continuing a SAT	3	5	1
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	40%	100%	
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	100%	

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.



Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	0	0	0
6-10	1	0	0
11-15	1	2	0
16-20	3	0	0
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	2	0	0
Certificate II	2	0	0
Certificate III or above	1	1	0

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	62%	43%	50%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	100%	0%	67%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

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

### Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.



