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	Contact Person	Principal Ms Janet Austen

Principal's foreword

Introduction

Our School Report presents a snapshot of our student, staff and wider school community achievements during 2010, 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 2010

In 2010 the school's participation in the Smarter Schools: National Partnership was expanded with access to funding for schools where there is student learning impacted by low socio-economic status. There was continued participation in the National Partnership: Literacy with the Literacy Coach leading work in reading improvement and the implementation of Words their Way for spelling.

The appointment of an Indigenous Education Worker to support indigenous students further enhanced student support. Staff access to professional learning was increased through National Partnership funding. The introduction of a new Responsible Behaviour Plan and explicit anti-bullying strategy (High 5) strengthened behaviour management processes. A secondary curriculum review was undertaken and junior secondary subject offerings were revised for English, Maths and Science as part of the school's preparation for the introduction of the Australian Curriculum.

Future outlook

School strategies implemented in 2011 that are expected to positively influence outcomes for students include:

- access to residential program at Longreach Australian Agricultural College for students in years 10-12
- implementation of School Wide Positive Behaviour
- introduction of SUN (start uni now) tertiary subjects for year 11/12 students
- introduction of new Interhouse Shield competition awarding school pride and participation points
- implementation of EATSIP Action Plan
- introduction of Earth Smart Schools' strategies including kitchen garden
- teacher training in First Steps in Maths
- expansion of Word their Way spelling program to years 1-10

School Profile

Coeducational

Year levels offered: P - 12

Total student enrolments for this school:

Total Enrolment	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
199	103	77%

Characteristics of the student body:

The school population has the contrast of students who are the second or third generation of their family to attend HSS through to a noticeable trend of transient students. There is a sizeable Aboriginal population making up approximately 25% of school population. An Indigenous Education Worker is employed through Closing the Gap and National Partnership funding. Our school has a small number of students with Education Adjustment Profiles however they are generally integrated into mainstream classes with an Individual Education Program.

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

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	22	100%	100%	0%	0%
Year 4 – Year 10	13	100%	100%	0%	0%
Year 11 – Year 12	4	100%	100%	0%	0%
All Classes	9	100%	100%	0%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	24
Long Suspensions - 6 to 20 days	1
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

Instructional groupings in the 5-7 allow for support or extension at students' individual instructional needs. Year 5-7 students also participate in units using secondary art and technology learning areas.

Students with outstanding achievement in secondary subjects may be eligible for a variable progression program for their Senior Years course. This may include acceleration in school subjects, or accessing individual pathways through secondary or tertiary distance education.

Our curriculum offers an economical range of options for a school of our size, with alternative options including Virtual Schooling, Distance Education, On-Line courses and School-based Traineeships also available to these students.

Extra curricula activities

- Student Leadership- Secondary Leaders' participation Local Govt Council Meetings, YLead conference, Student Council, Secondary Student Leaders for primary classes.
- Sport- Interhouse, District, Regional representatives. Active After School Communities.
- Community events- Show, Competitions, Fundraising.

How Information and Communication Technologies are used to assist learning

A high standard of infrastructure supports the integration of information and communication technologies (ICTs) across the school. Network access is widespread and capacity in most learning spaces has been increased through National School Pride funding. The majority of learning areas are equipped with interactive whiteboards and teachers' ICT equipment includes digital cameras and voice recorders. Scanners, robotics and video cameras are also used. Students access online learning for Certificate and virtual schooling courses.

Social climate

Results from the 2010 School Opinion Survey indicated improved student satisfaction on the behaviour of students, that they are treated fairly and that this is a good school. Parent results indicated there was ongoing concern. To further strengthen school climate, a school team was trained in School Wide Positive Behaviour Systems in November 2010 with implementation planned for 2011.

Parent, student and teacher satisfaction with the school

The level of parent satisfaction reported below is the result of an increase in neutral opinion. Increased communication to the parent community has been a focus in 2011. A follow up survey on these questions in June 2011 revealed increased satisfaction eg 82% parent satisfaction that your child is getting a good education at school.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	48%
Percentage of students satisfied that they are getting a good education at school	71%
Percentage of parents/caregivers satisfied with their child's school	57%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	75%
Percentage of staff members satisfied with morale in the school	84%

Involving parents in their child's education.

Consistent parent involvement in their children's education is proven to be a significant factor in student success. Our P&C Association has focussed on increasing the parent involvement at meetings, however when functions organized by school or P&C are held, there is generally a very strong showing from the parents and community. As a National Partnership school parent feedback was sought for the development of the Strategic Plan through telephone surveys and P&C discussion. There was a follow up NP survey in November. These internal surveys gained a higher percentage of responses than the annual School Opinion Survey.

Primary class teachers regularly have student displays of completed work or assignments where parents are invited along to view or be active participants to showcase their children's skills, and these are usually well attended. Secondary Teachers showcase student work through the annual Open Classrooms. Primary teachers regularly communicate with parents/caregivers through class newsletters. Whole school activities such as Interhouse Sports carnivals, Open Classrooms- Monster Raffle, are very well supported by a wide cross section of parents and family members.

Our school is also 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.

Reducing the school's environmental footprint

In 2009-2010 air-conditioning was upgraded in the school with evaporative units being replaced with reverse cycle. In 2009 low meter readings were reported to Ergon as a possible fault. This meant that usage was not accurately recorded which has resulted in the significant changes in percentage evident below. In 2010 a school community focus was to keep doors closed with reverse cycle air conditioning.

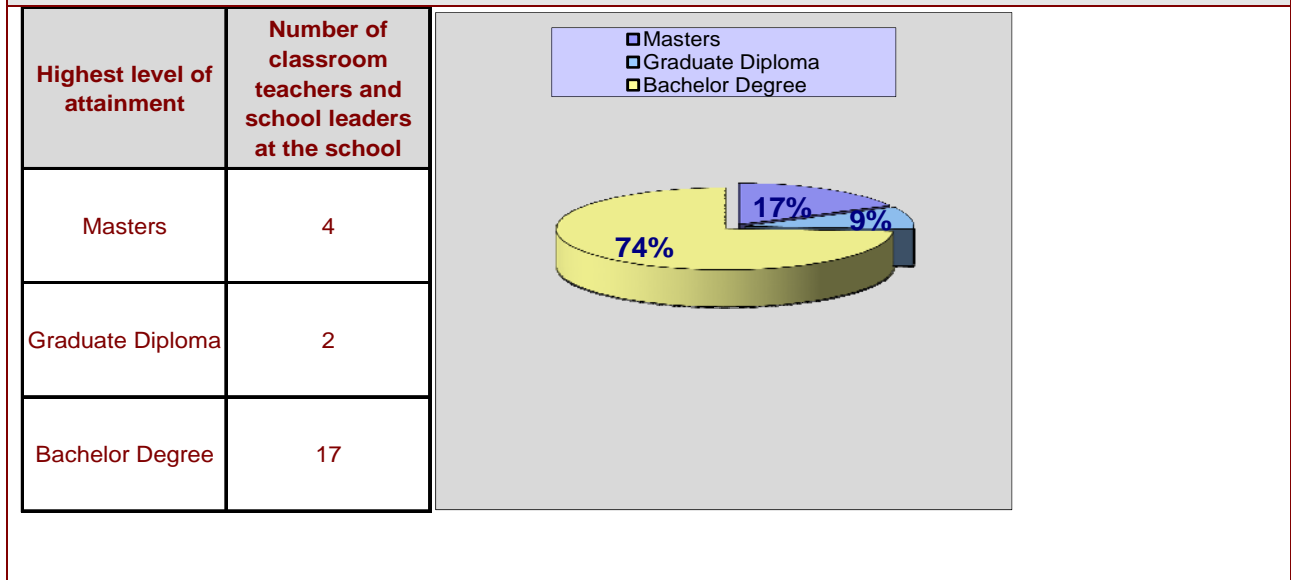
Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterK L	GasM J
2010	\$71,991	\$38,220	\$29,666	\$910	\$3,195	\$0	\$0	202,314	4,450	0
2009	\$37,121	\$10,511	\$0	\$0	\$2,418	\$0	\$24,192	64,885	3,974	0
% change 2009 - 2010	94%	264%	N/A	N/A	32%	N/A	-100%	212%	12%	N/A

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	19	12	<5
Full-time equivalents	17	10	<5

Qualifications of all teachers.



All permanent teacher aides have their Certificate III in Education with some pursuing additional studies in a Diploma of Education Support.

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$34 431. The major professional development initiatives are as follows:

- using Data: Workshop series including Pat R (Progressive Achievement Tests: Reading), NAPLAN (National Assessment Program: Literacy and Numeracy).
- using Interactive Whiteboards
- implementation of Whole School Intervention Model
- training of school-based First Steps in Maths Facilitator and FSiM: Number for all teacher aides
- Literacy in Action training for Literacy Coach, year 5-7 teachers and Secondary English & Science teachers
- Pedagogy Project for school improvement

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

Average staff attendance

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

Our staff profile

2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 62% of staff were retained by the school for the entire 2010 school year.



Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 89%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
90%	88%	88%	89%	88%	89%	87%	89%	89%	91%	93%	90%

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. Attendance rolls are marked at the start of the day and at the beginning of period three after first break. A weekly attendance report is reviewed and follow up phone calls are made for any absences of three days. Awareness of effective attendance rates are also promoted through the school newsletter. 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 Adopt-a-cop. Case management may include the implementation of the truancy process.



Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

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

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

The attendance rate for indigenous students showed improvement in 2010 for the first time in four years. There continues to be a significant gap between indigenous and non-indigenous students' retention from year 10-12. In 2010 the school joined a North Qld Regional program to assist with resources and strategies to retain indigenous students through the Senior Phase. Retention in other grades is also a challenge with some students having multiple re-enrolments in our school in the course of 2-5 years. The development of a HSS attendance policy and a focus on parent awareness has been implemented to address this. Indigenous students who have an effective attendance rate have shown sustained improvement in 2010.

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	70%
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Outcomes for our Year 12 cohort of 2010

Number of students receiving a Senior Statement.	13
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	0
Number of students receiving an Overall Position (OP).	2
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	5
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	13
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	11
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	50%
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	

Overall Position Bands (OP)

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

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
0	0	1	1	0

Vocational Educational Training qualification (VET)

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

Certificate I	Certificate II	Certificate III or above
13	2	1

All senior phase students complete a Certificate I in Business.

Post-school destination information

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

Report in September.

Early leavers information

There were no early leavers in 2010. A personalised case management approach is used for any students at risk of leaving school early.

