



# HIGHFIELDS STATE SCHOOL

# ANNUAL REPORT

# 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's  
future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

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## School Overview

Highfields State School is situated in the Darling Downs South West Region and was first established in 1870. The school is located on the New England Highway seventeen kilometres north of Toowoomba and forms part of the broader Toowoomba Regional Council. Highfields is experiencing continued housing development along with a unique town centre with a distinct identity close to the school.

The school campus includes students from Prep to Year Six incorporating a Special Education Program (SEP). The Head of Special Education Services co-ordinates service delivery for students with disabilities across three other cluster schools.

To improve student learning success a whole school approach to supporting students with identified learning needs is implemented. This approach enabled students equitable access to participate in targeted programs of literacy and numeracy. Information and communication technologies play a vital role in supporting teaching and learning opportunities.

We promote student social and emotional well-being in a variety of ways with a focus on the 'You Can Do It' program. The program aims to support the development of young people's social and emotional capabilities including: Confidence, Persistence, Getting Along, Organisation and Emotional Resilience. This concept is further evident in the Year Six Leadership Program where all students are supported in a leadership capacity.

There are a wide variety of extra-curricula opportunities available for students including: ICAS Competitions, Speech and Drama Festival, Eisteddfod, Darling Downs Maths Team Challenge, musical involvement in Fanfare and TYME, a school chess club and Optiminds. To support curriculum learning we also provide opportunities for children to participate in excursions to Amaroo Environmental Education Centre. A school camping program provides opportunities for students to enjoy a variety of experiences: Camp Maranatha on the Sunshine Coast for Year 6 students, Currimundi for Year 5 students and a locally-based camp for Year 4 students.

This school also offers a wide range of sporting opportunities where children can aspire to the highest level. A key aspect of the school's sporting programs relies on the connectdness of school and community. The school is a local hub supporting community groups and sporting organisations to share facilities, resources and expertise.

The Performing Arts program includes an instrumental music program (brass, woodwind, strings and percussion) which complements the school's music and choral programs. The Arts continues to grow from year to year and encompasses collegial interaction with the Highfields State Secondary College.

Staff of Highfields State School are very experienced and dedicated professionals committed to improving learning outcomes for all students. All staff, teaching and non-teaching, actively engage in professional development activities facilitated by specialist personnel as well as school-based colleagues.

The school is very well supported by an active P & C Association further evident with a large group of parent volunteers supporting learning programs on a daily basis. A particular feature is a high level of community-wide involvement throughout the campus. At Highfields State School we maintain a student oriented approach where we believe our children will Fly High with Learning!

# Principal's Foreword

## Introduction

In 2016, Highfields State School continued to provide quality learning opportunities for all students. The school catered for the diversity of learners enrolled in a safe and supportive learning environment. The school enjoyed strong support from the broader community and a proactive Parents and Citizens Association.

This report details the progress and achievements of Highfields State School during 2016. Whilst the school's Annual Improvement Plan (AIP) is the cornerstone of the school's priorities for development, it is important that progress and achievements are considered within the wider context. Systemic priorities and targets provide an insight into the extent of student's learning achievements.

The school's achievements are a result of the collective effort and commitment of students, staff and parents. The school staff is professional, cohesive and dynamic with a desire to enhance their pedagogical expertise to improve student's knowledge, skills, values and therefore their achievement and personal development, such that every student is well prepared to *Fly High with Learning!*



## School Progress towards its goals in 2016

### System priorities:

- Implement the Australian Curriculum
- Engaging in Education Queensland's vision of *Every Student Succeeding – State Schools Strategy 2014 - 2018* with a focus on: Reading, Writing (including spelling), Numeracy, Science and Closing the Gap strategy with the following results:
  - Reading – Year 3 NAPLAN: 61% of students attained Upper Two Bands (U2B) compared to Queensland (45%) and Australia (49%); Year 5 NAPLAN: 43% of students (U2B) compared to Queensland (34%) and Australia (35%).
  - Writing – Year 3 NAPLAN: 56% of students (U2B) compared to Queensland (41%) and Australia (49%).
  - Spelling – implementation of school-wide teaching of spelling program using Words Their Way. Year 3 Mean Scale Score boosted to 456 compared to Queensland (416) and Australia (426).
  - Numeracy – Year 5 NAPLAN: 32% of students (U2B) compared to Queensland (23%) and Australia (28%)
  - Science – 91% of students in Year 1 – 6 attained an A, B or C standard by the end of Semester 2, 2016.
  - Closing the Gap – program planned, enacted and monitored.

### School-based key priorities:

- Implement the *'Investing For Success'* strategy – all initiatives as per the I4S action plan have been undertaken.
- Continue engagement with whole school review through the School Improvement Unit – *action plan completed and key recommendations for improvement strategically implemented.*
- Continue to develop and maintain Highfields State School Assessment Schedule with reference to Regional benchmarks – *school assessment schedule reviewed and aligned with Regional expectations, implemented and published.*
- Explicit Instruction with a focus on improving teacher pedagogical proactive through coaching and feedback - *every teacher has engaged in multiple episodes of coaching and feedback which were documented and acted upon.*





## Future Outlook

Improvement Strategy and actions	Actions to implement improvement strategy
<p>Sharpen the school's improvement agenda to include specific strategies, targets and milestones for improvement that directly relate to student learning gains. Ensure that the agenda is widely communicated and understood across the school.</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Targeted in-service plan for all teachers, teacher-aides and volunteer helpers</li> <li>Targeted support / enrichment for students with potential to reach U2B</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Define high yield strategies to improve reading comprehension and fluency, and ensure these are consistently implemented as part of the Highfields SS Reading Framework.</li> <li>Review and refine the school-wide implementation of the First Steps in Reading program.</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>Monitor implementation of school wide Number Fact program.</li> </ul>
<p>Embed a strategic approach regarding the development of a feedback culture across the school. Align the provision of formalised feedback, coaching and mentoring to the school improvement agenda.</p>	<ul style="list-style-type: none"> <li>Develop and implement a whole-school coaching, observation and feedback cycle which has clear alignment to school's improvement agenda.</li> <li>Refine collaborative processes within and across year level teams to share best practice.</li> </ul>
<p>Refine the alignment of the school curriculum plan and pedagogical framework to enable the consistent delivery and monitoring of learning across the whole school.</p>	<ul style="list-style-type: none"> <li>Publish year level and assessment term overviews</li> <li>Consolidate the implementation of the school curriculum and assessment plan through shared planning processes and monitoring of the enacted curriculum in all classrooms.</li> <li>Build teacher understanding of vertical alignment of curriculum so student learning has continuity and progression.</li> </ul>
<p>Build the differentiation practices of teachers, with a key focus on assuring the progress of high-achieving students. Enact a deliberate, school-wide strategy, for the teaching of higher-order and creative thinking. Carefully track and respond to the progress of more able students.</p>	<ul style="list-style-type: none"> <li>Build upon teachers' understanding of and skills in differentiating for the full range of students, especially more able students.</li> <li>Develop consistent, school-wide inclusive practices (environment, support and curriculum).</li> <li>Build teacher capability to develop higher-order and critical thinking for students across the curriculum.</li> <li>Monitor teacher effectiveness in differentiated teaching and track the progress of targeted students over time.</li> </ul>

# 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 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	864	396	468	36	95%
<b>2015*</b>	771	359	412	41	97%
<b>2016</b>	746	352	394	45	95%

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

Highfields State School is a co-educational primary school catering for students in Prep through to Year 6. Careful workforce planning after the Flying Start initiative has ensured staffing continuity and stability, with class sizes remaining under accepted limits.

Parents / care-givers are well educated and achievement-oriented. They set high standards for themselves and for their children. Consequently, they have high expectations of their school in terms of how they perceive their child's learning should be supported and the general level of service delivered by the school.

Although Highfields is mostly mono-cultural, the school has welcomed students from African and Asian nations in the last few years. Our Indigenous population is just over 6% and significant initiatives are in place to close the gap between Indigenous and non-Indigenous attendance and attainment.

A similar percentage (6%) of Highfields State School students have a verified disability; the school Head of Special Education Services (HOSSES) also liaises with three other cluster schools – Gowrie SS, Kingsthorpe SS and Meringandan SS. Students with a disability are well supported and resourced through a responsive whole-school intervention model, including Personalised Learning Plans (PLPs) and Individual Curriculum Plans (ICPs) as required.

Highfields is also the location for a Defence Force Teacher Aide, who helps students of parents working at the Oakey or Cabarlah bases. In 2016, approximately 40 students from Defence families were supported through this jointly funded initiative to deal with the special circumstances which Defence families have.

## 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	19	22	22
Year 4 – Year 7	23	27	26

\*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

Our curriculum delivery at Highfields State School offers opportunities for learning to all students.

- Our curriculum is aligned to Australian Curriculum Learning Areas of English, Mathematics, Science, History and Geography.
- Building on knowledge of their students, Year Level teaching teams either adapt C2C resources, or create learning sequences and assessment tasks, to best deliver the intended curriculum.
- QCAA syllabus materials are referenced for Learning Areas of Technology, HPE, The Arts and LOTE, although many teachers are investigating the Australian Curriculum and C2C resources for these Learning Areas.
- Teachers are regularly involved in professional discussions about curriculum intent, assessment and moderation at year level and across the whole school.
- Delivery of curriculum by teachers is supported through a focus on pedagogy across the school.
- The use of the Explicit Instruction model to build skills for all staff has been a focus during 2016, and will continue into the future through a team of collegial coaches observing, modelling and supporting teachers.





## Co-curricular Activities

Highfields State School offers students the opportunity to participate in a wide range of extra-curricular activities.

**Academic:** Intra-school writing competition, ICAS Competitions – Spelling, Writing and Maths, Darling Downs Maths Team Challenge, Cows Create Careers, Chess Club and competitions, Optiminds, High school transition programs.

**Arts:** Instrumental Music Program (Strings, Woodwind, Brass, Percussion), Concert Band and Ensembles, Fanfare, TYME, Choral Music Program, Percussion Ensembles, School Revue, Crow's Nest Arts Festival, Arts Council performances, Ballroom Dancing, ANZAC Day Combined Choir.

**Sport:** Interschool sports (Year 5 and 6), Intraschool lunchtime sport (Year 3, 4,5 and 6), Cross Country and Fun Run, Swimming Carnival, Athletics Carnival: opportunity to represent at Zone/ District, Region and State level, NRL Development Cup, lunchtime Zumba.

**Leadership:** Australia Day speeches, GRIP Leadership Program.

**Community Service:** Day for Daniel, Australia's Biggest Morning Tea, Bullying: No Way.

**Excursion and Camps:** Amaroo Environmental Education Centre, Year 6 Camp – Maranatha, Year 5 Camp – Currimundi, Year 4 Camp – Koojarewon.



## How Information and Communication Technologies are used to improve learning

Highfields State School places a significant emphasis on the use of technology to support learning across all Key Learning Areas and across all Year Levels. The school is committed to providing two computer labs consisting of PCs and laptops to be accessed by all classes across the school. To supplement the labs, there are computers in every classroom. P&C donations have supplemented the purchase of classroom sets of iPads.

Under the Computers for Teachers (C4T) program, all .4 FTE or greater permanent teachers had their laptops upgraded to complement teacher professional development in information and communication technologies as well as enhance learning opportunities for students. Data projectors are available in every classroom and electronic whiteboards in many. Ipads are currently used across many year levels and are proving to be an important and popular teaching tool.

The school has purchased a school licence for 'Reading Eggs' and 'Mathletics' which are providing great reading and numeracy practice opportunities both in school and at home.

## Social Climate

### Overview

Highfields State School has a strong reputation of supporting students, parents, families and staff within the school and wider community. Reviewers from the School Improvement Unit acknowledged Highfields' focus on inclusivity, and the calm, positive and friendly tone of the school. Parents and students speak well of Highfields and there is a shared commitment to build upon the school's community identity and promote not just learning, but opportunities for all.

A strong commitment by staff to support student wellbeing is evident. School staff, including a Guidance Officer, School Chaplain, Speech Language Pathologist, Head of Special Education Services and teachers, all provide proactive strategies to support every student. All members of the school community seek to create a supportive environment which caters for diverse needs. Ten staff members attended the Positive Schools Conference in May, and returned with many practical strategies that have improved student motivation and engagement.

Learning expectations at Highfields SS are implemented using The Essential Skills in Classroom Management. There is evidence in every classroom and around the school in regard to how students should behave and interact with each other.

A collegial culture is evident amongst teachers, who provide professional and personal support for each other through informal interactions and partnerships.



## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	95%	99%	97%
this is a good school (S2035)	98%	97%	93%
their child likes being at this school* (S2001)	97%	99%	95%
their child feels safe at this school* (S2002)	98%	96%	93%
their child's learning needs are being met at this school* (S2003)	92%	97%	92%
their child is making good progress at this school* (S2004)	92%	96%	97%
teachers at this school expect their child to do his or her best* (S2005)	97%	99%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	93%	88%
teachers at this school motivate their child to learn* (S2007)	95%	94%	93%
teachers at this school treat students fairly* (S2008)	94%	94%	90%
they can talk to their child's teachers about their concerns* (S2009)	98%	96%	95%
this school works with them to support their child's learning* (S2010)	92%	95%	86%
this school takes parents' opinions seriously* (S2011)	81%	96%	79%
student behaviour is well managed at this school* (S2012)	80%	93%	88%
this school looks for ways to improve* (S2013)	95%	99%	89%
this school is well maintained* (S2014)	95%	95%	95%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	100%	98%
they like being at their school* (S2036)	97%	97%	93%
they feel safe at their school* (S2037)	96%	98%	99%
their teachers motivate them to learn* (S2038)	97%	98%	97%
their teachers expect them to do their best* (S2039)	100%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	96%	97%	97%
teachers treat students fairly at their school* (S2041)	96%	96%	96%
they can talk to their teachers about their concerns* (S2042)	95%	97%	92%
their school takes students' opinions seriously* (S2043)	92%	95%	90%
student behaviour is well managed at their school* (S2044)	89%	92%	92%
their school looks for ways to improve* (S2045)	97%	99%	96%
their school is well maintained* (S2046)	97%	96%	93%
their school gives them opportunities to do interesting things* (S2047)	97%	99%	94%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	99%	96%
they feel that their school is a safe place in which to work (S2070)	100%	99%	96%
they receive useful feedback about their work at their school (S2071)	89%	92%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	92%	91%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	93%	99%	94%
student behaviour is well managed at their school (S2074)	80%	89%	78%
staff are well supported at their school (S2075)	79%	90%	85%
their school takes staff opinions seriously (S2076)	82%	86%	84%
their school looks for ways to improve (S2077)	98%	94%	94%
their school is well maintained (S2078)	91%	95%	94%
their school gives them opportunities to do interesting things (S2079)	96%	96%	87%

\* 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

Highfields State School is seen as an integral part of the community and is held in high regard by parents and the wider community.

The school works hard to build sustainable partnerships with parents, families, local businesses and community organisations, to enhance opportunities and outcomes for students.

A whole school response to diverse learning needs encourages parental involvement through collaborative curriculum decisions documented on individual curriculum plans, support provisions and personalized learning plans. Timely, targeted interventions based on student data, including additional support and/or extension, are delivered and communicated to parents. The philosophy, "Every child succeeding" ensures that school and classroom learning environments are inclusive and responsive to the diverse needs of students.

We have a very supportive and proactive P&C organisation and School Council, who provide advice and resourcing to help the school achieve strategic directions and goals. The P&C conducts a number of activities in and around the school, including fundraising, tuckshop, discos and Out Of School Hours Care. Parent volunteers are highly valued and appreciated, supporting students with Book Club, banking and learning opportunities.

In 2016, the school invested heavily, through the Investing For Success initiative, to build closer relationships with pre-Prep providers. A sharing of practice and professional development, including positive parenting workshops and learning transitions was implemented. Enhanced communication with these partners will ensure a smooth transition for new Prep students.

Another highly successful and supportive partnership has been developed with the new Highfields State Secondary College. Plans are in place for school leaders across the two campuses to work alongside each other to establish shared understanding about primary and secondary transitions.

A unique and successful partnership also exists between Highfields State School and the Australian Defence Force, with resourcing being provided to support student and family wellbeing and learning.





## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Special events such as 'Bullying, No Way' and 'Day for Daniel', along with ongoing education about cybersafety, promote personal safety and awareness to students and educate them about how to recognise, react and report when they, or others, are unsafe.



## 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	12	12	12
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	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

Electricity usage in 2016 dropped dramatically with the increased focus on more efficient use of information and communication technologies (ICTs) as a resource to support curriculum delivery. Awareness has been heightened to the need of turning lights, air conditioning and heating off when not required.

Decreased water consumption is explained by increased rainfall relieving drought conditions, maintenance and repairs to remedy leaks in plumbing, especially toilets, and the improved surfaces of the ovals after recent upgrades.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	238,302	5,626
2014-2015	257,314	
2015-2016	179,797	1,486

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

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	60	29	<5
Full-time Equivalents	49	19	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	0
Bachelor degree	52
Diploma	4
Certificate	0

\*Teaching staff includes School Leaders

\*\*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 \$83 351.

The major professional development initiatives are as follows:

- Pedagogical coaching
- Explicit teaching agenda – warm ups, coaching and feedback
- Staff and student well-being
- Class data sets and One School data literacy
- Moderation processes across the school and district
- Code of Conduct, Child Protection and Asbestos training
- Pedagogy of Spelling (Words Their Way)
- First Aid, CPR and water rescue certification
- Anaphylaxis and Asthma training
- Defence Force Aide training and network meetings
- Ancillary staff training days – timesheets, facilities, personal growth
- DP network and Conference
- Cluster meetings
- QELI training for leadership team
- Schools Officer training days

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



## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% 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).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	94%	94%

\*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 Primary schools was 93%.

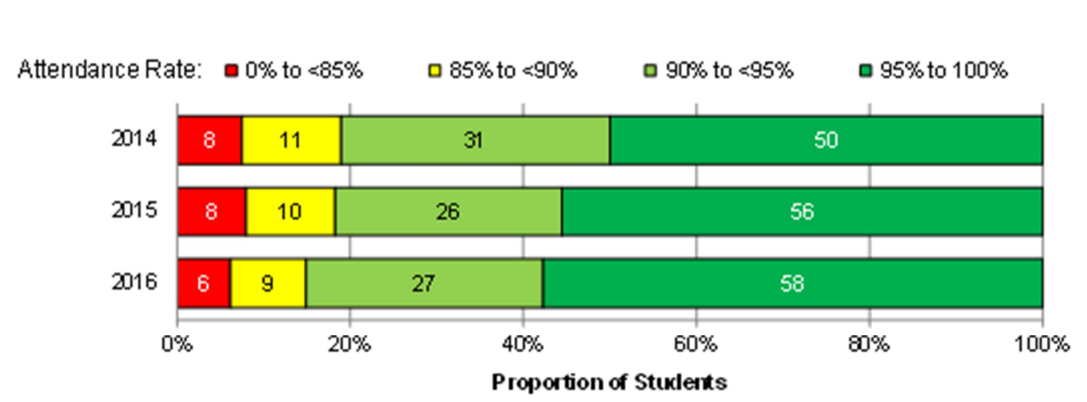
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	94%	94%	93%	93%	94%	93%	94%					
2015	95%	94%	95%	94%	93%	94%	94%						
2016	95%	94%	94%	94%	94%	94%	94%						

\*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.

### Notice about Compulsory Schooling Obligation – Failure To Enrol

Section 178 (2) of the Education (General Provisions) Act 2006 is a letter used when the School becomes aware of children not attending who are of compulsory age.

### Notice about Compulsory Schooling Obligation – Failure To Attend

Section 178(2) of the Education (General Provisions) Act 2006 is a letter used when attendance is an issue for students who are enrolled currently at the School.

Rolls are marked twice a day, once at 8:55 am and again after second break. Recording is done electronically. Parents are invited to: ring the school and leave a message to advise student absences and reason; email their child's teacher directly; or email on our absences email. Rolls are checked weekly by Administration staff and unexplained absences are followed up by classroom teachers and Administration if required. Letters that are a part of SMS-PR-036 process (see above) may be sent if needed, but it is the preference of the school to meet with parents so that a solution that best supports the child can be worked out.

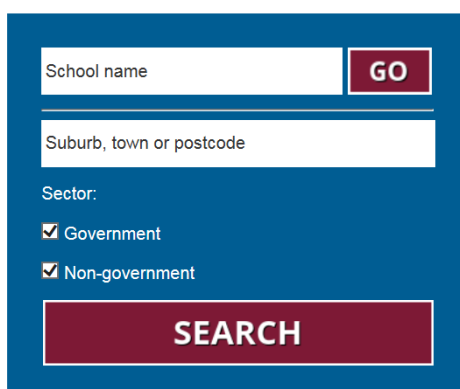
Staff at Highfields State School try to make learning as engaging as possible for the students of our school. Most students want to come to school and the need to resort to Policies and Procedures is quite rare.

## 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



School name

Suburb, town or postcode

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.