

# Highfields State School

## Queensland State School Reporting

### 2013 School Annual Report



Postal address 10459 New England Highway Highfields 4352

Phone (07) 4699 6222

Fax (07) 4699 6200

Email [the.principal@highfieldsss.eq.edu.au](mailto:the.principal@highfieldsss.eq.edu.au)

Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Mr Warren Merchant  
Principal

## Principal's foreword

### Introduction



Highfields State School is in the Darling Downs South West Education Region and was first established in 1870. The school is situated on the New England Highway seventeen kilometres north of Toowoomba. Highfields is experiencing continued housing development along with new estates being developed within the school's catchment area.

In recent years the school campus has experienced significant capital works projects including the construction of a smART Space incorporating a multi-purpose sports centre, fully equipped stage, lighting and sound system for theatrical productions for school and community use alike. The smART Space complex also has dedicated classrooms for teaching of instrumental music and classroom music. Other projects encapsulate a new resource centre which was built in conjunction with the smART Space at a

total cost of approximately \$4.1M to support our students and engage the wider community as well as a new Special Education building currently being utilised by students.

The school campus includes students from Prep to Year 7 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. The school's curriculum framework is based on Education Queensland's Key Learning Areas incorporating Australian Curriculum initiatives in English, Mathematics, Science and History. As part of our improvement agenda, a whole school approach to supporting students with identified learning needs was introduced. Students are supported specifically in literacy and numeracy. Information and communication technologies play a vital role in supporting teaching and learning opportunities, particularly through the Computers for Teachers (C4T) project. Ipads are beginning to be utilised in Early Childhood classrooms.

This school also offers a wide range of sporting opportunities where children can aspire to the highest level. Performing Arts includes an instrumental music program (brass, woodwind, strings and percussion) which compliments the school's music and choral programs.



# Queensland State School Reporting

## 2012 School Annual Report



We promote student social and emotional well-being and achievement through the 'You Can Do It' program. The core purpose of this program is to support the development of young people's social and emotional capabilities including – Confidence, Persistence, Getting Along, Organisation and Emotional Resilience. The focus of 'You Can Do It' is on building the social, emotional and motivational capacity of young people rather than focusing on their problems and deficits. This concept is further evident in the Year 7 Leadership Program where all students are supported in a leadership capacity.

Extra-curricular activities for students include: ICAS Spelling/Writing/Maths/Science/Computer 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. School camps to Sydney/ Canberra for Year 7, Camp Year 5 and a locally-based camp

Maranatha at Yandina for Year 6, Currimundi for Year 4 students.

Staff at Highfields 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 through learning programs on a daily basis and there is a high level of community-wide involvement throughout, supported by an active P & C Association and School Council. A large group of parent volunteers support the campus.



At Highfields State School we maintain a student oriented approach where we believe our children will ***Fly High with Learning!***

What follows is a report on the priorities of our school in 2013 and the progress we have made in order to achieve them.

### School progress towards its goals in 2013

#### System priorities:

- Implement the Australian Curriculum (This process will see consolidation of English, Maths and Science as well as the introduction of History)
- Engaging in Education Queensland's vision of *United in Pursuit of Excellence* with a focus on: Reading, Writing (including spelling), Numeracy, Science and Closing the Gap strategy
- Exploring *Flying Start* reforms and how they will affect Highfields State School (this process will continue in 2014)
- Establishment of Learning and Wellbeing Framework and Parent and Community Engagement Framework

#### School-based key priorities:

- Enact key priorities from CT&L Audit Action Plan
- Ensure ICT resources are accessible to enable curriculum delivery
- Continue to develop and maintain Highfields State School Assessment Schedule
- Establish a School-wide Pedagogical Framework
- Coaching & Feedback professional development for teaching staff



# Queensland State School Reporting

## 2012 School Annual Report



### Core learning priorities:

- Reading (First Steps in Reading framework implementation)
- Writing (including spelling)
- Numeracy
- Science
- History (Professional Development to support inception)
- Closing the Gap strategy for Indigenous students

### Future outlook

## Key priorities for 2014:

### At Highfields State School, we are committed to:

- Engaging in Education Queensland's vision of *United in Pursuit of Excellence* with a focus on improving student literacy
- Implementing a program of coaching and feedback for staff
- Implementing the Australian Curriculum in English, Mathematics, Science, History and Geography
- Implementing the 'Great Results Guarantee' strategy
- Enacting the school's Pedagogical Framework
- Adapting C2C units to support implementation of the Australian Curriculum
- Pursuing an explicit improvement strategy focusing on key recommendations from the Curriculum Teaching and Learning Audit 'Action Plan'
- Engaging all staff in quality professional development to achieve the above priorities



# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	797	369	428	95%
2012	866	393	473	95%
2013	887	393	494	94%

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

### Characteristics of the student body:

Highfields State School is a co-educational primary school catering for students in Prep through to Year Seven and is situated on the New England Highway seventeen kilometres north of Toowoomba within the Toowoomba Regional Council. Highfields is a relatively middle-class “dormitory outer suburb” of Toowoomba which is developing a town centre and a separate identity 2.3 kilometres west of the school. Growth rate within this part of the Toowoomba Region is currently 6.4% and exhibits the highest growth rate in the State.

Highfields State School is included in the Darling Downs South West Region, Toowoomba District. The school was established in 1870. The school campus includes the main Primary (Prep - Year 7) campus as well as the Special Education Unit (also managing students with disabilities across three other cluster schools – Gowrie SS, Kingsthorpe SS, Meringandan SS). There is a mix of single and multi-age classrooms.

The majority of 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. These expectations are reflected in an extremely active and supportive P & C Association, a large group of parent helpers on a day-to-day basis involved in learning programs as



well as with special events and a high level of community-wide involvement at a “grass roots” level. There has been a recent trend among some school families to have the family based at Highfields while the parent(s) commute to their jobs. The development of the Surat Basin will see an increase in this type of choice for some families.

Highfields State School has experienced continuous enrolment growth in previous years. In 2013, from Day 8 to December of the same year, overall student numbers increased to 901. Student enrolment continuity for 2013 was at 94% which is above the state average. Growth is expected over future years as the community continues to grow and new land and housing packages are released. Consequently, an Enrolment Management Plan (EMP) was enacted during 2013.

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 about 4.1%. Highfields is also the site for a Defence Force Teacher Aide who helps students of parents working at the Oakey or Cabarlah bases.



# Our school at a glance

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	22	20
Year 4 – Year 7 Primary	25	24	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	5	8	9
Long Suspensions - 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

Highfields State School curriculum is designed to meet the needs of all students. Our curriculum plan covers mandated Key Learning Areas as well as arts classes, instrumental music, junior and senior choirs and a broad range of sporting activities.

Students are encouraged to extend themselves through Optiminds, Eisteddfod, Chess Club as well as dance classes.

Our focus is to align current curriculum planning with the National Curriculum agenda. Particular emphasis is placed on the Key Learning Areas of English, Mathematics, Science and History.

At Highfields State School we offer differentiated programs for students with learning disabilities including:-

- A full-time Support Teacher (Literacy and Numeracy) – who develops and monitors support programming to ensure students with learning needs can access the curriculum
- Flexible models of delivery, including in-class, individual, small group and focused learning episodes linked to achieving class learning outcomes
- Emphasis on the use of assistive technology to help students achieve their goals



# Our school at a glance

- Programs for students with (low incidence) disabilities are developed in collaboration with relevant school community members, for the purpose of providing a flexible and customized learning experience based on each child's needs.

Highfields State School is mindful that all students need to work to their full capacity and with this in mind, students are offered work that will challenge and extend them at their particular level.



## Extra curricula activities

Additional extra-curricular opportunities for students include:-

- English: ICAS Writing Competition, ICAS English Competition, Year 7 Speech Competition, Speech and Drama, Speech Therapy, LIP – Literacy Intervention Program.
- Mathematics: ICAS Mathematics Competition, Darling Downs Maths Team Challenge.
- Science: ICAS Science Competition, Amaroo Environmental Education Excursions, USQ Science Expo, Cow Create Careers project.
- SOSE: Student Leadership Program, Sydney/ Canberra Excursion, ANZAC Day, Remembrance Day, Australia Day
- The Arts: Instrumental Music Program (Strings, Woodwind, Brass, Percussion), Concert Band and Ensembles, Fanfare, TYME, Choral Music Program, Singout, Percussion Ensembles, Drama Festival, Eisteddfod participation, School Revues, Crow's Nest Arts Festival, Show Entries, Arts Council performances.
- Technology: Robotics and the opportunity to use a variety of technologies through the Resource Centre and classroom access.
- HPE: Interschool Sport (Years 6&7), Intraschool Sport (Lunchtime Competitions), Zone/ District and State representation, Swimming, Cross Country and Athletics Carnival, Tennis Coaching.
- Other: High School Transition (Year 7), Camps / Excursions (Yr 4-7), Chess Club, Optiminds, Cyber Safety visits for Senior classrooms, Day for Daniel walk to school.



# Our school at a glance

## How Information and Communication Technologies are used to assist 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 funded Ipads, Nintendo DS units, E- Readers and a selection of activities for use by students throughout the school.

Permanent teaching staff are provided with a laptop as part of the Computers for Teachers (C4T) program to complement teacher professional development in information and communication technologies as well as enhance learning opportunities for students. Electronic whiteboards and/or data projectors are available in every classroom. A set of Ipads are currently used across the Prep classrooms and are proving to be an important and popular teaching tool. This is being looked at for extension into other junior classes.



## Social climate

Highfields State School has a strong reputation of supporting students, parents, families and staff within the school and wider school context. School staff, including the Guidance Officer, School Chaplain, Speech Language Pathologist, Head of Special Education Services and teachers all provide proactive strategies to support behaviourally challenged students and combine to create a supportive school environment.

## You Can Do It

Highfields State School promotes student social and emotional well-being and achievement through a program called You Can Do It. The core purpose of You Can Do It is to support the development of young people's social and emotional capabilities including – Confidence, Persistence, Getting Along, Organisation and Emotional Resilience. The focus of You Can Do It is on building the social, emotional and motivational capacity of young people rather than focusing on their problems and deficits. Every class across the school, from Prep to Year 7, is participating in You Can Do It.

At Highfields, we are focusing on the Five Keys to Success (Confidence, Persistence, Getting Along, Organisation and Resilience) in weekly sessions in our classrooms which will enable our school to have a common language for students, teachers and parents to use when discussing achievement, wellbeing and positive relationships. In these sessions, teachers will describe the key, describe examples of the behaviour to be practised that reflect that key, teach the Habits of the Mind that relate to that key and provide behaviour-specific feedback when the student demonstrates that key.



## Parent, student and staff satisfaction with the school

Highfields State School has achieved pleasing results across the areas of satisfaction with the school. Results are carefully noted from year to year and are included in the formulation of plans for the following year. Examples include: review of behavior management practices in the school and the exploration of feedback and goal setting for students as a part of the Explicit Instruction methodology for 2014.

### Performance measure *(Nationally agreed items shown\*)*

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	94%	100%
their child likes being at this school* (S2001)	97%	93%
their child feels safe at this school* (S2002)	94%	100%
their child's learning needs are being met at this school* (S2003)	100%	97%
their child is making good progress at this school* (S2004)	100%	97%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	97%	97%
they can talk to their child's teachers about their concerns* (S2009)	97%	97%
this school works with them to support their child's learning* (S2010)	100%	97%
this school takes parents' opinions seriously* (S2011)	93%	97%
student behaviour is well managed at this school* (S2012)	94%	87%
this school looks for ways to improve* (S2013)	97%	100%
this school is well maintained* (S2014)	97%	97%

### Performance measure *(Nationally agreed items shown\*)*

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	99%	100%
they like being at their school* (S2036)	97%	99%
they feel safe at their school* (S2037)	96%	100%
their teachers motivate them to learn* (S2038)	97%	98%
their teachers expect them to do their best* (S2039)	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	99%
teachers treat students fairly at their school* (S2041)	93%	93%

# Our school at a glance

they can talk to their teachers about their concerns* (S2042)	92%	97%
their school takes students' opinions seriously* (S2043)	89%	96%
student behaviour is well managed at their school* (S2044)	90%	93%
their school looks for ways to improve* (S2045)	99%	100%
their school is well maintained* (S2046)	95%	100%
their school gives them opportunities to do interesting things* (S2047)	98%	100%

## Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	97%
they feel that their school is a safe place in which to work (S2070)	95%
they receive useful feedback about their work at their school (S2071)	86%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	99%
student behaviour is well managed at their school (S2074)	89%
staff are well supported at their school (S2075)	85%
their school takes staff opinions seriously (S2076)	89%
their school looks for ways to improve (S2077)	96%
their school is well maintained (S2078)	86%
their school gives them opportunities to do interesting things (S2079)	89%

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

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.



# Our school at a glance

## Involving parents in their child's education

At Highfields State School, we strongly believe in the triangular partnership between the child, the parent and the school. To this end, a number of opportunities exist for this partnership to be strengthened.

Regular face to face reporting, Interviews and Semester Report cards as well as class newsletters, class Information nights, School Council, P&C meetings, P & C Facebook page, Keep In Touch (KIT) books are all methods by which we keep in touch with our school community. School newsletters (which are electronic), phone calls and emails help keep parents and staff informed about student progress. Senior and Junior Revues, Drama Festivals, Sports days, Swimming and Athletics Carnivals, Discos, Big Note concerts and Under 8s Day are only a few of the opportunities afforded to parents to come and participate and celebrate with their children.



Parents volunteer throughout the school, helping in classrooms and managing Student Banking and Book Club. Parent volunteers are also made most welcome at the Tuckshop and special events such as Mother's Day/Father's Day stalls, school discos and sporting events.

## Reducing the school's environmental footprint

Reductions have been made in the School's electricity usage due to the use of full 8kWh of solar electric generation online. Awareness has been heightened to the need of turning lights, air conditioning and heating off when not required.

Increased water consumption is explained by drought during this period, leaks discovered in the Environmental garden taps, the re-sprigging and surfacing of the soccer fields and the need to water them in and the discovery that the tank used in the smART Space to flush the toilets, had been turning itself off and town water had been used in its place.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	320,646	5,382
2011-2012	254,676	2,219
2012-2013	238,869	6,953

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.



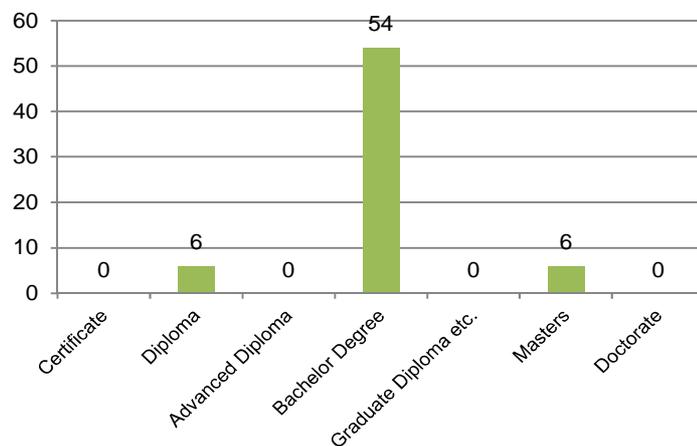
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	66	29	<5
Full-time equivalents	53	19	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	54
Graduate Diploma etc.	0
Masters	6
Doctorate	0
<b>Total</b>	<b>66</b>



\* Teaching Staff includes School Leaders

\*\* Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 37 564.

The major professional development initiatives are as follows:

Professional Development was undertaken by all staff during 2013. The range included

- Pedagogical coaching
- Explicit teaching agenda – warm ups, coaching and feedback
- School-wide pedagogy – visioning, clarification, training workshops and writing the document
- Data analysis and revision of testing procedures for assessment schedules
- History curricula
- Class data sets
- One School data literacy
- Moderation processes across the school and district
- Code of Conduct, Child Protection and Asbestos training



## Our staff profile

- Pedagogy of Spelling
- Automata in the Classroom
- Understanding Autistic Spectrum Disorder
- First aid, CPR and water rescue certification
- Transition to Secondary School (Flying Start program)
- Security management training
- Defence Force Aide training and network meetings
- RRTWC – Rehab and Return to work training
- Internet Safety
- Ancillary staff training days – timesheets, facilities, personal growth
- DP network and Conference
- Cluster meetings
- QELI training for Principal
- Grounds person training days



The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

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

From the end of the previous school year, 100% of staff was retained by the school for the entire 2013 school year.

### School income broken down by funding source

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

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

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

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

## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

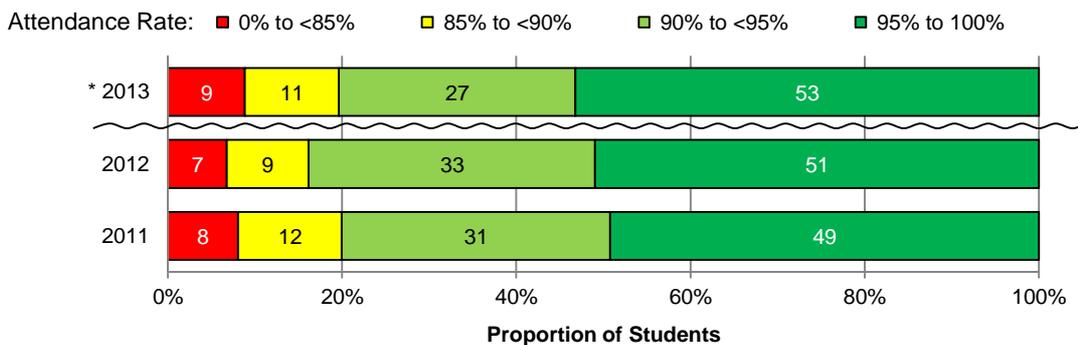
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	93%	94%	94%	95%	95%	93%	93%					
2012	93%	94%	94%	93%	95%	95%	93%					
2013	94%	94%	94%	92%	93%	93%	94%					

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.



# Performance of our students

## 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.

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.

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.

### 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 either ring the school or leave a message electronically to advise student absences and illnesses. Rolls are checked weekly by Admin 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 school and learning as “needs meeting” 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.

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

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

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

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

## Performance of our students

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

Highfields State School has continued to address the issue of Closing the Gap between Indigenous and non-Indigenous students. Our attendance rates in 2013 are above the average of all state school students in Queensland at 92.4%

There were 37 students identified as Indigenous across a cohort of 887 students in total. Literacy and Numeracy strategies were the priority of funding and programs were written and delivered by our Learning Support teacher and teacher aides. Information from the school's Special Needs Reference Group also contributed information to the process. The EAROBICS program was trialled successfully in Yrs 1 and 2 to build comprehension skills. Pre and post testing for all initiatives was a part of the process. All students progressed but the rate varied between individual students. The sample size across each year level ranges from 3 to 7 students against cohort sizes of 99 to 127. NAPLAN results for Years 3, 5 and 7 in 2013 continue to be dependent on the cohort but there is evidence that Indigenous students continue to make gains with the majority above the Indigenous mean score and many above the non-Indigenous mean in some cohorts.

