



Highfields State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



Queensland  
Government

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<b>Contact person</b>	Mrs Meaghan Rodgers (Principal)



## From the Principal

### School overview

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, 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 focus on inclusion for all students. 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 the Department of Education Subject Areas to deliver the Australian Curriculum. As part of our improvement agenda, a whole school approach to supporting students with identified learning needs was introduced. Identified students access target programs in literacy and numeracy.

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 Six Leadership Program where all students are supported in a leadership capacity.

Extra-curricula activities for students include: ICAS Competitions, Speech and Drama Festival, Eisteddfod, Darling Downs Maths Team Challenge and Optiminds, musical involvement in Fanfare and TYME and a school chess club. To support curriculum learning we also provide opportunities for children to participate in excursions to Amaroo Environmental Education Centre. A school camp program is in place which currently provides opportunities for students to access a variety of extra-curricula experiences such as: Camp Maranatha at Yandina for Year 6, Currimundi for Year 5 and a locally-based camp for Year 4 students. Highfields 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 complements the school's music and choral programs.



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. A large group of parent volunteers support learning programs on a daily basis and there 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!

## **School progress towards its goals in 2018**

The school's explicit improvement agenda (EIA) in 2018 was focussed on the teaching of reading, including planning the Highfields SS Reading Strategy and Guided Reading Process. The following actions were successfully implemented:

- The school's 'Reading Framework' was reviewed to develop 'The Highfields Way of Teaching Reading'.
- Teachers collaboratively identified the reading demands of assessment tasks linked to the Australian Curriculum.
- A 'Teaching of Reading' Professional Learning Team was established through a collaborative process.
- An audit of staff skills, knowledge and pedagogical practices regarding teaching of reading was carried out to inform professional development.
- 'Champion' teachers of reading were identified to mentor peers.
- The effectiveness of the current reading assessment schedule, tools and timelines was reviewed and amended to inform practice.

The above actions aligned with the improvement strategies proposed by the School Improvement Unit Review team during 2017:

- Collaboratively review the school's EIA to ensure there is a narrow and sharp focus on a key learning area.
- Develop the leadership density of all staff members across the school to lead the school's EIA.
- Refine the processes of data tracking for all students' progress to promote targeted teaching.
- Implement practices that enable teachers to engage in conversations that promotes understanding of all students' learning needs and progress.
- Reflect on teaching practices to promote a learning culture that engages and challenges all students particularly the more capable students.

## **Future outlook**

The school's EIA moving forward is focussed on the following targets and actions to build on the successes of 2018. Targets for 2019 are:

- A clear plan for future action that remains sharp and narrow continuously and collaboratively developed understood and enacted by all stakeholders.
- Instructional Leaders Quality Assure the HSS Reading Framework is implemented and enacted with fidelity in every classroom.
- Consistent understanding, application and ownership from staff, students and the community of the Responsible Behaviour Plan for Students.

## 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 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	746	741	730
Girls	352	366	367
Boys	394	375	363
Indigenous	45	51	52
Enrolment continuity (Feb. – Nov.)	95%	94%	96%

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



## 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 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.

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 (HOSES) 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 Support Mentor, who helps students of parents working at the Oakey or Cabarlah bases. In 2018, 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	24	23
Year 4 – Year 6	26	24	25

## 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 dialogue 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 effective pedagogical practices across the school.
- The use of the Explicit Instruction model to build skills for all staff has been a focus during 2018, facilitated by 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, 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 – Camp Cooby.



## 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 supplemented the purchase of classroom sets of iPads.

Under the Computers for Teachers (C4T) program, 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 are in use across the campus. 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. In the second semester, a Community Liaison Officer was employed by the school to support students and families improve attendance and engagement. All members of the school community seek to create a supportive environment which caters for diverse needs.



Learning expectations at Highfields SS are implemented using The Essential Skills For 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 staff, who provide professional and personal support for each other through informal interactions and partnerships.

## 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 <sup>#</sup> that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	95%	97%
• this is a good school (S2035)	93%	95%	96%
• their child likes being at this school* (S2001)	95%	95%	97%
• their child feels safe at this school* (S2002)	93%	95%	97%
• their child's learning needs are being met at this school* (S2003)	92%	90%	95%
• their child is making good progress at this school* (S2004)	97%	92%	96%
• teachers at this school expect their child to do his or her best* (S2005)	100%	99%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	91%	96%
• teachers at this school motivate their child to learn* (S2007)	93%	95%	93%
• teachers at this school treat students fairly* (S2008)	90%	92%	96%
• they can talk to their child's teachers about their concerns* (S2009)	95%	94%	97%
• this school works with them to support their child's learning* (S2010)	86%	92%	92%
• this school takes parents' opinions seriously* (S2011)	79%	91%	84%
• student behaviour is well managed at this school* (S2012)	88%	84%	78%
• this school looks for ways to improve* (S2013)	89%	93%	93%
• this school is well maintained* (S2014)	95%	95%	95%

Table 4: Student opinion survey

Percentage of students who agree <sup>#</sup> that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	100%	98%
• they like being at their school* (S2036)	93%	98%	97%
• they feel safe at their school* (S2037)	99%	97%	98%
• their teachers motivate them to learn* (S2038)	97%	99%	100%
• their teachers expect them to do their best* (S2039)	98%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	98%	97%
• teachers treat students fairly at their school* (S2041)	96%	94%	96%
• they can talk to their teachers about their concerns* (S2042)	92%	95%	94%
• their school takes students' opinions seriously* (S2043)	90%	97%	99%
• student behaviour is well managed at their school* (S2044)	92%	92%	90%
• their school looks for ways to improve* (S2045)	96%	100%	98%
• their school is well maintained* (S2046)	93%	97%	97%
• their school gives them opportunities to do interesting things* (S2047)	94%	98%	98%

Table 5: Staff opinion survey

Percentage of school staff who agree <sup>#</sup> that:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	95%	88%
• they feel that their school is a safe place in which to work (S2070)	96%	97%	76%
• they receive useful feedback about their work at their school (S2071)	88%	85%	85%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	93%	93%
• students are encouraged to do their best at their school (S2072)	97%	95%	97%
• students are treated fairly at their school (S2073)	94%	94%	77%
• student behaviour is well managed at their school (S2074)	78%	86%	62%
• staff are well supported at their school (S2075)	85%	83%	62%
• their school takes staff opinions seriously (S2076)	84%	81%	70%
• their school looks for ways to improve (S2077)	94%	95%	92%
• their school is well maintained (S2078)	94%	95%	98%
• their school gives them opportunities to do interesting things (S2079)	87%	91%	85%



## 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 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.

There is a very supportive and proactive P&C organisation providing advice and resourcing to help the school achieve strategic goals. The P&C conducts a number of activities in and around the school, including Spring Fair, fundraising, tuckshop and discos. Parent volunteers are highly valued and appreciated, supporting students with Book Club, banking and learning opportunities.

In 2018, the school continued to invest 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.

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 education programs

The school has developed and implemented 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, feel unsafe.



## 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	12	9	14
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

## Environmental footprint

### Reducing this school's environmental footprint

Electricity usage in 2018 rose as more air conditioners were installed as part of whole school planning. Ongoing education will be required to ensure electricity usage is optimised. Awareness has been heightened to the need of turning lights, air conditioning and heating off when not required.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	179,797	162,579	238,320
Water (kL)	1,486	3,864	3,393

## 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.

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

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

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	56	29	<5
Full-time equivalents	48	20	<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	0
Masters	3
Graduate Diploma etc.*	0
Bachelor degree	51
Diploma	2
Certificate	0

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$81 194.14.

The major professional development initiatives are as follows:

- Pedagogical coaching, with a strong focus on guided reading, including Big 6
- Staff and student well-being, including functional behaviour analysis
- Class data sets and One School data literacy, including case management (Faces On The Data)
- Moderation processes across the school and district
- Mandatory training modules (including Code of Conduct, Child Protection and Asbestos awareness)
- First Aid, CPR and water rescue certification
- Anaphylaxis and Asthma response training
- Defence Force Aide training and network meetings
- Ancillary staff training days – timesheets, facilities, personal growth
- Cluster meetings (leadership)
- QELI training for leadership team
- Schools Officer training days

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.	95%	95%	96%

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

From the end of the previous school year, 90% 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 Primary schools was 92%.

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	94%	93%	94%
Attendance rate for Indigenous** students at this school	94%	91%	90%

\* 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).

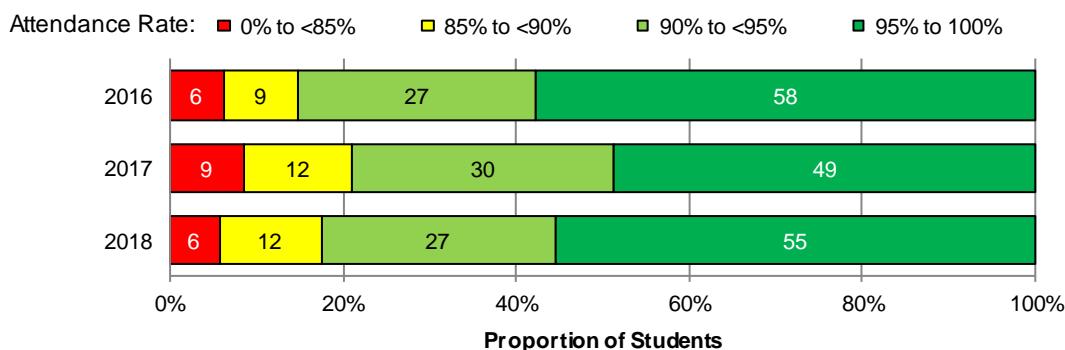
\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

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

Year level	2016	2017	2018
Prep	95%	94%	93%
Year 1	94%	93%	94%
Year 2	94%	93%	94%
Year 3	94%	94%	94%
Year 4	94%	94%	94%
Year 5	94%	93%	95%
Year 6	94%	92%	94%

### 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.

### 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. The school has also utilised an SMS service after roll marking which has dramatically reduced numbers of unexplained absences.

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.

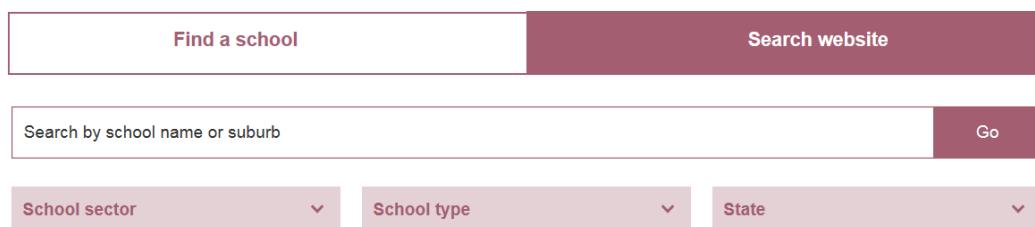
Staff at Highfields State School try to make learning as engaging as possible for the students of our school. Most students want to come to school and the need to resort to Policies and Procedures is quite rare.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 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.