

Highfields State Secondary College Queensland State School Reporting 2015 School Annual Report



Highfields State
Secondary College

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|----------------|---|
| Postal address | 10 O'Brien Rd Highfields 4352 |
| Phone | (07) 4614 7222 |
| Fax | |
| Email | principal@highfieldsssc.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 | Sharon Barker, Principal |

Principal's foreword

Introduction

This School Annual Report provides an overview of key aspects of the 2015 school year. This Annual Report is one significant way in which our school outlines its achievements and area of development for this report period. Further information is available on our website <https://highfieldsssc.eq.edu.au> or upon request from the school.

Highfields State Secondary College is Toowoomba's newest education facility. The college opened in January, 2015 with 262 Year 7 and 8 students.

The 2015 Year 8 students will be the first graduates in 2019. They will also be the first cohort of students to complete their schooling under the new system of senior assessment and tertiary entrance which will commence in 2018.

HSSC offers an innovative and challenging curriculum with a focus on high expectations. The college is in a unique position to place the needs of Junior Secondary students at the very heart of the college's activities. Quality teaching through the vehicle of explicit instruction is the driver for a relevant, challenging and engaging curriculum which supports 21st century learning tools and pedagogy. Students participate in the BYOD (Bring Your Own Device) program in state-of-the-art facilities that allow them access to learning experiences that include 3D printing, robotics, the Arts, and STEM. The curriculum is organised into twenty, 70 minute lessons over the course of a week, broken into four lessons per day.

At Highfields State Secondary College the Student Wellbeing Program is a core part of the curriculum which aims to build positive self-concepts in students. Highfields State Secondary College's values are placed at the centre of all College activities. Each day students are encouraged to 'action' the College Values of kindness, persistence, resilience, respect and responsibility.

School progress towards its goals in 2015

Our school's key strategic directions and priorities for school improvement for 2015 were stated in our Annual Implementation Plan 2015, which identified the following four key priorities:

- Successful Learners
- Teaching Quality
- School Performance
- Local Decision Making

Strategies implemented include:

- Building teacher and teacher aide capacity in the classroom and in the purposeful use of data underpinned by Explicit Instruction (Archer and Hughes).
- Using targeted and focused intervention for students at risk of not achieving NMS (identified through NAPLAN and achievement data analysis) through small group work and /or providing additional in-class support.
- Implementing a range of diagnostic testing schemes to provide the evidence base for interventions.
- Reviewing literacy and numeracy data for specific students every four weeks so as to develop explicit, data-based strategies for improvement.
- Developing an Evidence Based Plan (EBP) or Individual Curriculum Plan (ICP) for students who are below the NMS.

Future outlook

Focus areas for Highfields State Secondary College are:

- Refining the HSSC Pedagogical Framework and embed it as the shared language of teaching and learning.
- Using targeted and focused intervention for students at risk of not achieving NMS (identified through PAT, NAPLAN and achievement data analysis) through focussed literacy and numeracy classes and /or additional in class support.
- Reviewing literacy and numeracy data for specific students every five weeks to develop explicit, data-based strategies for improvement.
- Developing a whole school approach to the teaching of literacy (particularly writing) to support the teaching of literacy across all learning areas.
- Implementing a range of social and emotional wellbeing programs to support students and staff including:
 - Positive Behaviour for Learning (PBL)
 - ACER Wellbeing Surveys
 - Stymie
 - VVO
 - Go Girls and Better Men Programs for students
 - Student Leadership Development
 - Support services for students.
- Continuing with SMS system for explanation of absences.
- Implementing a range of rewards/acknowledgements for student success:
 - Value Certificates
 - Certificates of Recognition
 - Attendance Certificates
 - VVO rewards
 - Gold And Silver Awards
 - Presentation of Awards evening
- Engaging an external consultant to provide professional development and support for teachers and leaders to build High Performing Teams across the college.
- Implementing a comprehensive Observation, Feedback and Coaching process with all teachers based on the AITSL Professional Standards and linked to individual teacher Performance Development Plans.
- Building teacher and teacher aide capacity in the classroom and in the purposeful use of data underpinned by Explicit Instruction (Archer and Hughes).
- Continuing to implement the weekly Pulse Survey which provides feedback in the following areas:
 - Overall wellbeing rating
 - Job satisfaction
 - Job demands and pressure
 - Co-worker support
 - Management support

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 8

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|------------|----------------------------------|
| 2013 | | | | | |
| 2014 | | | | | |
| 2015 | 268 | 123 | 145 | 16 | 94% |

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 2015, 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://det.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Highfields State Secondary College's student body reflects the community that surrounds the school. The school has an ICSEA (Index of Community Socio-Educational Advantage) value of 1012. 6% of students are Indigenous and 3% of students have a Language background other than English.

Students who attend HSSC predominantly come from six feeder schools which are a mix of provincial and rural contexts – Highfields SS, Meringandan SS, Kingsthorpe SS, Geham SS, Goombungee SS, Gowrie SS.

Average class sizes

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2013 | 2014 | 2015 |
| Prep – Year 3 | | | |
| Year 4 – Year 7 Primary | | | |
| Year 7 Secondary – Year 10 | | | 24 |
| Year 11 – Year 12 | | | |

*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.

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|-------|--------|
| | 2013 | 2014* | 2015** |
| Short Suspensions - 1 to 5 days | | | 37 |
| Long Suspensions - 6 to 20 days | | | 1 |
| Exclusions | | | 1 |
| Cancellations of Enrolment | | | 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.

Curriculum delivery

Our approach to curriculum delivery

- HSSC offers an innovative and challenging curriculum with a focus on high expectations.
- The college is in a unique position to place the needs of Junior Secondary students at the very heart of the college's activities.
- Quality teaching through the vehicle of explicit instruction is the driver for a relevant, challenging and engaging curriculum which supports 21st century learning tools and pedagogy.
- Students participate in the BYOD (Bring Your Own Device) program in state-of-the-art facilities that allow them access to learning experiences that include 3D printing, robotics, the Arts, and STEM.
- The curriculum is organised into twenty, 70 minute lessons over the course of a week, broken into four lessons per day.

Extra curricula activities

Our school actively supports and encourages students' participation in a wide range of co and extra curricular activities:

- Instrumental Music
- Fanfare
- Choir
- Photography Club
- Art Club
- Homework Club
- Gymnastics Club
- arTech Day
- Multiple Sports opportunities
- Debating
- Camps and excursions

How Information and Communication Technologies are used to improve learning

Information and Communication Technologies are utilised across the curriculum for a range of purposes. Our school's technology facilities were established to a very high level with wireless networks operating effectively across each and every building on campus. Teachers research and prepare using technological resources, including ipads and apple TVs. Students participate in the BYOD (Bring Your Own Device) program and utilise a range of technologies across subject specialisations to prepare and complete assessment tasks. Students work in state-of-the-art facilities that allow them access to technology-based learning experiences that include 3D printing, robotics, media and visual art, and STEM.

Digital textbooks are utilised in some faulty areas and students are encouraged to use email to contact their teachers and to submit drafts and receive feedback.

Social Climate

As a new school, relationships have been the foundation upon which the school has been built. Strong relationships exist between staff, students, parents and the wider community.

At Highfields State Secondary College the Student Wellbeing Program is a core part of the curriculum which aims to build positive self-concepts in students. Highfields State Secondary College's values are placed at the centre of all College activities. Each day students are encouraged to 'action' the College Values of kindness, persistence, resilience, respect and responsibility.

HSSC became a PBL school in 2015 with strong staff and community support. The college has clearly articulated three expectations with which students are expected to adhere – Take care of yourself, Take care of each other and Take care of this place. Students are encouraged through a variety of means to report bullying of self and others. In particular, HSSC has been a Stymie school since its inception. Stymie is an anonymous, on-line bullying reporting system where students can record incidents of bullying and key staff are notified immediately via email. The immediate response from college personnel is to check on the wellbeing of the victim followed by an investigation of the incident with consequences applied if appropriate. Students and parents are aware of Stymie and it is well supported with students referring incidents that impact upon themselves as well as others.

HSSC has implemented a house system to support students with each student having a Form Teacher, Student Manager and Deputy Principal who manage issues, often working closely with the Guidance Officer. Students may be referred for counselling and support or consequences/intervention if required.

Parent, student and staff satisfaction with the school

| Performance measure | | | |
|---|------|------|------|
| Percentage of parent/caregivers who agree# that: | 2013 | 2014 | 2015 |
| their child is getting a good education at school (S2016) | | | 98% |
| this is a good school (S2035) | | | 98% |
| their child likes being at this school (S2001) | | | 100% |
| their child feels safe at this school (S2002) | | | 100% |
| their child's learning needs are being met at this school (S2003) | | | 98% |
| their child is making good progress at this school (S2004) | | | 98% |
| teachers at this school expect their child to do his or her best (S2005) | | | 98% |
| teachers at this school provide their child with useful feedback about his or her school work (S2006) | | | 90% |
| teachers at this school motivate their child to learn (S2007) | | | 91% |
| teachers at this school treat students fairly (S2008) | | | 89% |
| they can talk to their child's teachers about their concerns (S2009) | | | 98% |
| this school works with them to support their child's learning (S2010) | | | 93% |
| this school takes parents' opinions seriously (S2011) | | | 93% |
| student behaviour is well managed at this school (S2012) | | | 91% |
| this school looks for ways to improve (S2013) | | | 100% |
| this school is well maintained (S2014) | | | 100% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2013 | 2014 | 2015 |
| they are getting a good education at school (S2048) | | | 98% |
| they like being at their school (S2036) | | | 97% |
| they feel safe at their school (S2037) | | | 98% |
| their teachers motivate them to learn (S2038) | | | 90% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of students who agree# that: | 2013 | 2014 | 2015 |
| their teachers expect them to do their best (S2039) | | | 98% |
| their teachers provide them with useful feedback about their school work (S2040) | | | 92% |
| teachers treat students fairly at their school (S2041) | | | 85% |
| they can talk to their teachers about their concerns (S2042) | | | 87% |
| their school takes students' opinions seriously (S2043) | | | 87% |
| student behaviour is well managed at their school (S2044) | | | 84% |
| their school looks for ways to improve (S2045) | | | 95% |
| their school is well maintained (S2046) | | | 95% |
| their school gives them opportunities to do interesting things (S2047) | | | 93% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2013 | 2014 | 2015 |
| they enjoy working at their school (S2069) | | | 100% |
| they feel that their school is a safe place in which to work (S2070) | | | 97% |
| they receive useful feedback about their work at their school (S2071) | | | 94% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | | | 89% |
| students are encouraged to do their best at their school (S2072) | | | 100% |
| students are treated fairly at their school (S2073) | | | 97% |
| student behaviour is well managed at their school (S2074) | | | 86% |
| staff are well supported at their school (S2075) | | | 94% |
| their school takes staff opinions seriously (S2076) | | | 94% |
| their school looks for ways to improve (S2077) | | | 97% |
| their school is well maintained (S2078) | | | 100% |
| their school gives them opportunities to do interesting things (S2079) | | | 94% |

'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

The inaugural P&C was formed at the commencement of 2015. A Parent and Community Advisory Committee was formed in Semester 2, 2014 and met regularly to provide support and direction in relation to the school name, colours, uniform, values, policies and procedures.

Throughout 2015, parents were encouraged to attend college events, including weekly parades, Gold and Silver Awards Ceremonies, sporting events, ArTech Day presentation ceremony, Presentation of Awards Evening and Subject Selection Evenings.

Parent Teacher evenings were held three times in 2015 and were very well attended.

Parents are kept informed through a fortnightly emailed newsletter, The College Catch-up as well as regular emails, notes home, website publications and Facebook posts.

Young people with diverse needs are case managed to ensure that ongoing and open communication continues to focus on developing partnerships with all key stakeholders. In consultation with parents, case managers prepare Individual Support Plans, Individual Curriculum Plans and verification processes.

Reducing the school's environmental footprint

As a new school, HSSC is in the early stages of collecting data with regards to its environmental footprint. Staff and students are regularly encouraged to minimize heating, cooling and lighting use.

| Years | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2012-2013 | | |
| 2013-2014 | | |
| 2014-2015 | | |

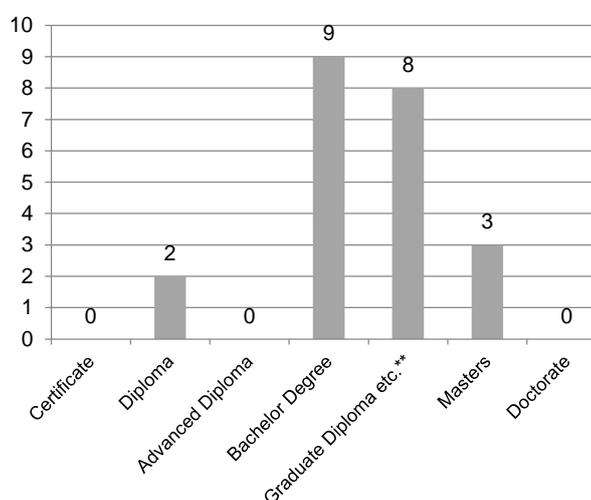
*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

| 2015 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 22 | 18 | 0 |
| Full-time equivalents | 22 | 14 | 0 |

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 2 |
| Advanced Diploma | 0 |
| Bachelor Degree | 9 |
| Graduate Diploma etc.** | 8 |
| Masters | 3 |
| Doctorate | 0 |
| Total | 22 |



*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 2015 were \$50 608.

The major professional development initiatives are as follows:

- Staff Retreat to welcome and introduce teachers to the school held in December 2014.
- 5 Student Free Days in January with the focus on High Performing Teams and HSSC Culture (particularly important as a new school).
- Explicit Teaching (Anita Archer)
- Essential Skills in Classroom Management
- Practical Resilience
- Beginning Teacher Mentoring Program
- Literacy and Numeracy
- Pedagogical Framework

- Supporting Students at risk/student wellbeing
- QCAA
- DET Mandatory training (Student Protection, Code of Conduct, Curriculum Activity Risk Assessment (CARA), Anaphylaxis, Diabetes).

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

| Average staff attendance | 2013 | 2014 | 2015 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | | | 97% |

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 2015 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

Where it says '**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.

Performance of our students

Key student outcomes

| Student attendance | 2013 | 2014 | 2015 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | | | 93% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | | | 87% |

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

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

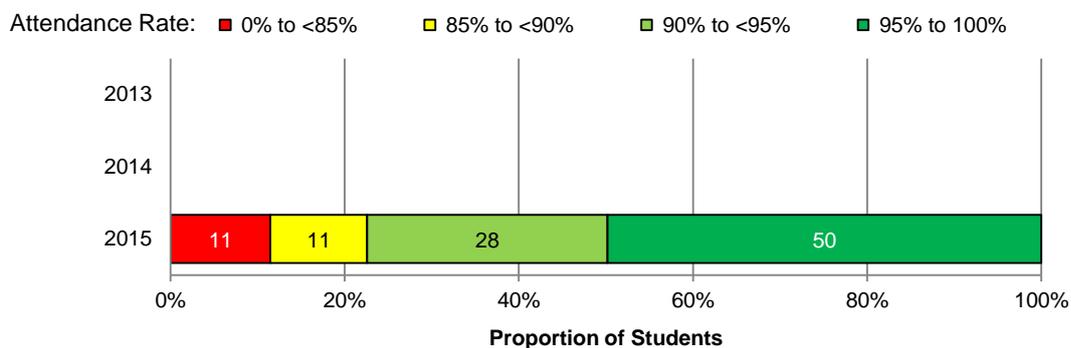
| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2013 | | | | | | | | | | | | | |
| 2014 | | | | | | | | | | | | | |
| 2015 | | | | | | | | | 94% | | 92% | | |

*From 2013, the methodology used for calculating attendance rates effectively counts 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

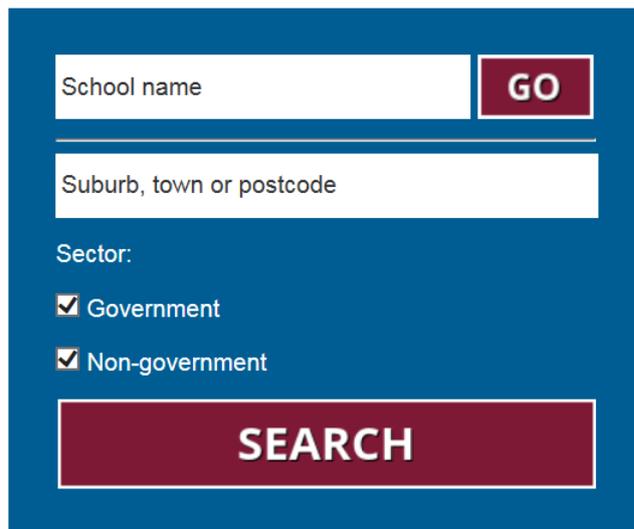
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

| TEACHERS | HEAD OF DEPARTMENT/ STUDENT MANAGER | ADMINISTRATION TEAM |
|---|---|--|
| <p>Classroom teachers:</p> <p>Promote the school's attendance expectations.</p> <p>Mark the class roll on ID Attend every lesson and reference against P, UA etc.</p> <p>Respond to lesson truancy directly with the student and catch up any missed work.</p> <p>Monitor student absences and follow up students who are away from classes.</p> <hr/> <p>Form teachers:</p> <p>Mark the hardcopy form roll and return to the office at the end of Form and mark the rollelectronicall on IDATTEND.</p> <p>Monitor and identify the attendance patterns of students.</p> <p>Monitor unexplained absence. Contact the student and family to explain absences.</p> <p>Discuss absences with parents.</p> <p>Refer students to the support or team as necessary.</p> <p>Advise Student Manager of factors impacting on a student's attendance.</p> | <p>Investigate cases of class absence, lateness and school absence.</p> <p>Work with families to develop an Absence Program (or exemption) for planned absence.</p> <p>Support and monitor identified students.</p> | <p>Advise parents of absence on day of absence via text message.</p> <p>Communicate clear and high expectations to the school community.</p> <p>Inform parents of their legal obligations about enrolment and attendance.</p> <p>Implement strategies to manage student enrolment, absences, chronic absenteeism, school refusal and truancy.</p> <p>Ensure the school has clear attendance policies and procedures reflected in daily operations.</p> <p>Regularly review data with key staff.</p> <p>Provide all students with information about their attendance rate.</p> <p>Supervise and support the engagement team.</p> <p>Principal approves:</p> <ul style="list-style-type: none"> • Flexible Arrangement Plans • Exemptions • Absence Programs • Variations to School Routine. |

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

The screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled 'SEARCH'.

Where it says **'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.