Highfields State Secondary College

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education

Queensland Government

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From the Principal

School overview

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 2018

- First group of Yr11 students at HSSC

- Creation of Professional Learning Teams to embed the Pedagogical Framework

- Collaborative classroom 'Walkthroughs' to share strong teaching practice

- Review of the College Wellbeing Program to provide targeted lessons to support students and reinforce behavioural expectations

- Consolidation of STYMIE program as voice for students to reinforce a safe and supportive environment

- Collaborative planning for the implementation of the new QCE for Yr11 students in 2019

- Ongoing review of student support processes to drive differentiated teaching practices

- Continued partnership with Highfields District Business Connections

- Community business collaborations through the Yr10 Work Experience Program

- Development of student data room to promote ongoing tracking of student achievement

Future outlook

- A new Leadership Team in 2019

- First group of Yr12 students at HSSC in 2019

- A new Student Management Pathway, moving from a House structure to a year level structure, with increased responsibility for the role of Year Co-ordinators

- Heads of Departments have a revised role to allow more time to focus more on leading high-quality teaching and learning within faculties

- Development of a new Head of Department role to work with the college Leadership Team to drive high-quality curriculum, teaching and learning

- Ongoing capacity building of teachers and implementation of the new QCE and suite of Yr11 Curriculum offerings

- Ongoing review of expectations of student support processes for increased ownership across all curriculum areas

- Strong focus on reinforcing the college values and promoting a respectful learning environment

- Collaborative planning and aligning of the HSSC Curriculum Plan

- Developing increased transition opportunities with local partner primary schools

- Staff collaboration and sharing of high-quality teaching practices through a commitment to 'classroom walkthroughs', profiling and building a culture of coaching and feedback

- Create a College 'Writing Team' to drive explicit improvement in writing

- Work with a Deputy Principal to develop a concept of a Junior QCE to drive academic rigour in the junior school

- Embed senior QCE tracking processes to help drive student achievement

- Consolidation of roles and processes within the P and C Association

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 11

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	467	666	810
Girls	214	312	383
Boys	253	354	427
Indigenous	27	46	50
Enrolment continuity (Feb. – Nov.)	91%	93%	92%

Notes:

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

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

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

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

Characteristics of the student body

Overview

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 1000. 6.2% of students are Indigenous 8.1% of students have a disability.

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

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

Phase of schooling	2016	2017	2018
Year 7 – Year 10	21	20	22
Year 11 – Year 12			15

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

- HSSC offers an innovative and challenging curriculum with a focus on high learning expectations.
- The curriculum program in Yrs7-10 is based upon the Australian Curriculum. The senior curriculum program offers a broad range of curriculum offerings that cater for students pursuing academic, vocational and individualised learning outcomes.
- High-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.
- 95% of 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.

Co-curricular activities

Our college actively supports and encourages students' participation in a wide range of co-curricular and extra-curricular activities:
- Instrumental Music
- Fanfare
- Choir
- Vocal Ensemble
- Photography Club
- Art Club
- Homework Club
- Gymnastics Club
- ArTech Day
- Inter-house swimming, cross country and swimming.
- Multiple interschool and representative sports opportunities
- Debating
- Camps and excursions
- Opti-Minds
- Readers' Cup
- Chess Club
- Science and Engineering Challenge
- Human Powered Vehicle events

How information and communication technologies are used to assist 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

Overview

Since Highfields State Secondary College opened in 2015, building positive relationships has been a constant focus. 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 student/s 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.

From 2015-2018, 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

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# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	87%	91%	86%
• this is a good school (S2035)	92%	90%	82%
• their child likes being at this school* (S2001)	92%	94%	87%
• their child feels safe at this school* (S2002)	94%	90%	87%
• their child's learning needs are being met at this school* (S2003)	86%	90%	82%
• their child is making good progress at this school* (S2004)	89%	90%	84%
• teachers at this school expect their child to do his or her best* (S2005)	89%	96%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	77%	85%	83%
• teachers at this school motivate their child to learn* (S2007)	79%	82%	80%
• teachers at this school treat students fairly* (S2008)	85%	79%	76%
• they can talk to their child's teachers about their concerns* (S2009)	89%	89%	95%
• this school works with them to support their child's learning* (S2010)	84%	85%	85%
• this school takes parents' opinions seriously* (S2011)	81%	76%	79%
• student behaviour is well managed at this school* (S2012)	76%	74%	60%
• this school looks for ways to improve* (S2013)	89%	87%	84%
• this school is well maintained* (S2014)	95%	92%	96%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	97%	96%
• they like being at their school* (S2036)	92%	91%	89%
• they feel safe at their school* (S2037)	96%	94%	91%
• their teachers motivate them to learn* (S2038)	92%	91%	90%
• their teachers expect them to do their best* (S2039)	97%	98%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	91%	86%
• teachers treat students fairly at their school* (S2041)	78%	83%	78%
• they can talk to their teachers about their concerns* (S2042)	79%	78%	70%
• their school takes students' opinions seriously* (S2043)	86%	84%	79%
• student behaviour is well managed at their school* (S2044)	81%	72%	64%

Percentage of students who agree# that:	2016	2017	2018
• their school looks for ways to improve* (S2045)	95%	93%	95%
• their school is well maintained* (S2046)	94%	95%	87%
• their school gives them opportunities to do interesting things* (S2047)	90%	88%	84%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	94%	90%
• they feel that their school is a safe place in which to work (S2070)	100%	96%	95%
• they receive useful feedback about their work at their school (S2071)	88%	80%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	74%	81%	76%
• students are encouraged to do their best at their school (S2072)	96%	94%	95%
• students are treated fairly at their school (S2073)	91%	90%	90%
• student behaviour is well managed at their school (S2074)	72%	70%	53%
• staff are well supported at their school (S2075)	86%	80%	75%
• their school takes staff opinions seriously (S2076)	78%	71%	73%
• their school looks for ways to improve (S2077)	95%	94%	90%
• their school is well maintained (S2078)	98%	93%	97%
• their school gives them opportunities to do interesting things (S2079)	95%	90%	90%

* 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

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. In 2017, there was an active P and C Committee that still had 'foundation parents' involved with key work.

Throughout 2018, parents were encouraged to attend college events, including weekly parades, Gold and Silver Awards Ceremonies, sporting events, ArTech Day presentation ceremony, Awards Night and Subject Selection Evenings.

Parent Teacher evenings were held three times in 2018 and are 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.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Students are explicitly taught appropriate behaviours through Positive Behaviour for Learning (PBL) which is mapped throughout the year and linked to the college expectations of Take Care of Yourself, Take Care of Each Other and Take Care of this Place. Each morning in form, students discuss an element of the PBL matrix and how it applies to their behavior.

The college has developed a program of pastoral care called, the Wellbeing Program, which students participate in once per week. Students completed wellbeing surveys throughout the year which informed the lesson themes. Students are able to anonymously report incidents of bullying and harassment through Stymie. Students also have the opportunity to participate in Go Girls and Better Man Programs.

All programs are supported through the services provided by our Guidance Officer, School Based Youth Health Nurse and Student Managers.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	105	112	120
Long suspensions – 11 to 20 days	7	1	4
Exclusions	3	2	2
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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, to promote environmental and financial benefits.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)		370,746	
Water (kL)	7,119	20,895	4,006

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

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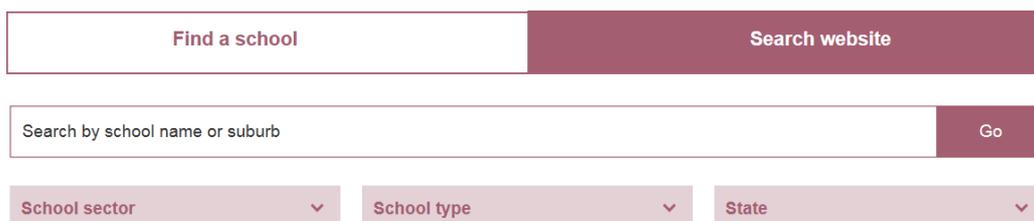
View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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	67	34	<5
Full-time equivalents	65	26	<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	1
Masters	5
Graduate Diploma etc.*	24
Bachelor degree	37
Diploma	0
Certificate	0

*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 2018 were $72 160.87.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

The major professional development initiatives are as follows:

- High Performing Teams
- Beginning teaching Mentoring Program
- Pedagogical Framework
- QCAA Consultation Forums
- Writing – Improving sentence writing skills and Improving writing skills yrs7-9
- DET Mandatory training (Student Protection, Code of Conduct, CARA Anaphylaxis, Diabetes)
- Teacher-Aide Workshop at Clifford Park School
- PBL Coaches and PBL Team Training
- TAE40110 to TAE40116 upgrade
- Mathematics Teachers Professional Learning
- Support Services for students
- Finance Training for Office staff
- Essential Skills in Classroom Management
- Coaching for Leadership Team
- Supporting Students at risk/student wellbeing
- OneSchool training
- Day Map attendance program
- TrackEd program training

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.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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 Secondary schools was 89%.

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	93%	91%	91%
Attendance rate for Indigenous** students at this school	89%	87%	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
Year 7	93%	92%	93%
Year 8	93%	92%	91%
Year 9	90%	91%	91%
Year 10		90%	91%
Year 11			89%

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%　■ 85% to <90%　■ 90% to <95%　■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	15	9	27	50
2017	16	14	32	39
2018	16	13	27	44

Proportion of Students (0% – 100%)
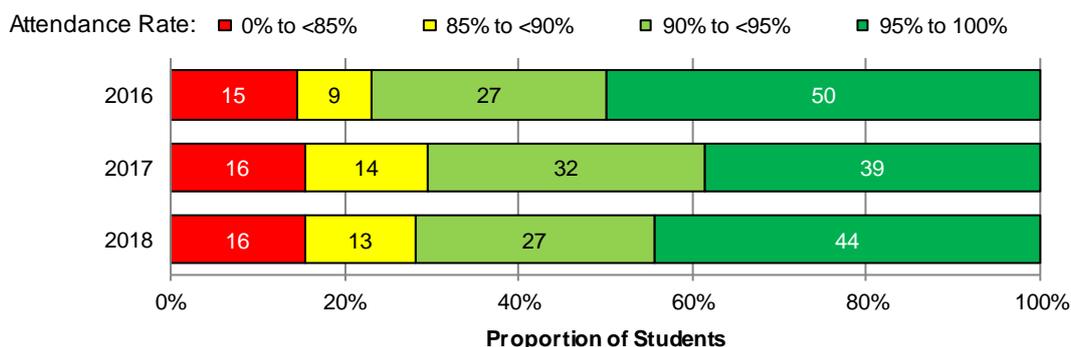
Description of how this school manages non-attendance

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.

Managing Attendance process for 2018

TEACHERS	HEAD OF DEPARTMENT/ STUDENT MANAGER	ADMINISTRATION TEAM
Classroom teachers: Promote the school's attendance expectations. Mark the class roll on ID Attend every lesson and reference against P, UA etc. Respond to lesson truancy directly with the student and catch up any missed work. Monitor student absences and follow up students who are away from classes. **Form teachers:** Mark the hardcopy form roll and return to the office at the end of Form and mark the roll electronically on 'ID ATTEND'. Monitor and identify the attendance patterns of students. Monitor unexplained absence. Contact the student and family to explain absences. Discuss absences with parents. Refer students to the support or team as necessary. Advise Student Manager of factors impacting on a student's attendance.	Investigate cases of class absence, lateness and school absence. Work with families to develop an Absence Program (or exemption) for planned absence. Support and monitor identified students.	Advise parents of absence on day of absence via text message. Communicate clear and high expectations to the school community. Inform parents of their legal obligations about enrolment and attendance. Implement strategies to manage student enrolment, absences, chronic absenteeism, school refusal and truancy. Ensure the school has clear attendance policies and procedures reflected in daily operations. Regularly review data with key staff. Provide all students with information about their attendance rate. Supervise and support the engagement team. Principal approves: • Flexible Arrangement Plans • Exemptions • Absence Programs • Variations to School Routine.

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.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

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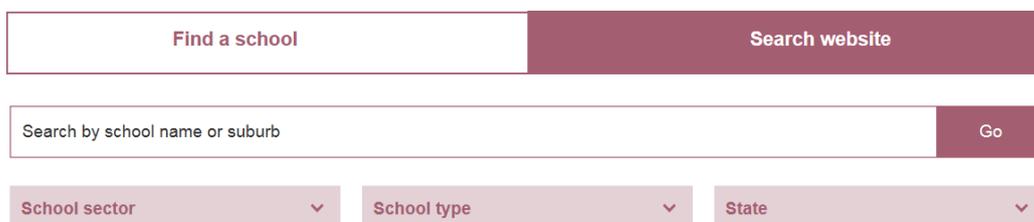
> View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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.

VET Qualifications completed by students in 2018

Certificate 1 in Business - 34

Certificate 1 in Information, Digital Media and Technology - 73

Early school leavers in 2018

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

There are a variety of destinations of young people who left the school in Years 10 and 11.The students who are early leavers generally transition to a full time apprenticeship or full time employment. The HSSC Leadership Team and Guidance Officers conduct extensive discussions and meetings with prospective 'early leavers' and their parents to ensure that there is a quality work / training option in place.