

	PO address	10459 New England Highway, Highfields, Q 4352
	Phone	(07) 46996222
	Fax	(07) 46996200
	Email	<a href="mailto:admin@highfieldsss.eq.edu.au">admin@highfieldsss.eq.edu.au</a>
	Website or Contact Person	<a href="http://www.highfieldsss@eq.edu.au">http://www.highfieldsss@eq.edu.au</a> Contact: Mr Greg Tucker

## Principal's foreword

### Introduction

All Queensland schools annually publish meaningful information to parents about student and school performance. Each year this school set specific goals and targets as part of its Strategic Planning process. The School Annual Report is a summation of the annual planning and reviewing process. This includes reviewing student and school performance against the outcomes, performance indicators and targets established in the previous year. This data was sourced from school, state-wide and like-school data from the Corporate Data Warehouse.

### Future outlook

Highfields State School has an excellent reputation in the school community as a good school. The aim of the next 12 months is to maintain and further enhance this reputation, transforming Highfields from a good school to a great school. From 2009 our school will implement a range of initiatives as described in our Annual Operational Plan. During 2009, our main focus as a professional community is improving both the learning and social outcomes for all of our students, through effective and inclusive pedagogy which reflects our school vision and philosophy, through:

#### **Intellectual Rigour:**

- Implement and refine H.S.S Curriculum Framework to ensure Essential Learnings are addressed through Year level curriculum planning (P—7).
- Implement recommendations and strategies of H.S.S NAPLAN Action Plan.
- Implement Queensland Comparable Assessment Tasks (QCAT's) – Year 4 English and Year 6 English.
- Develop, assess and moderate high quality 'units of work' reflecting curriculum modifications and adjustments to meet a diverse range of student needs.
- Revisit elements of Productive Pedagogies and incorporate within curriculum planning processes.
- Clear focus on establishing whole of school approaches to Literacy practices.

#### **Connecting with Communities:**

- Undertake Triennial School Review process, engaging various stakeholders in setting the strategic direction of H.S.S 2009-2011.
- Implement *Smart Classroom* strategies to improve ICT Index to AA standard.
- Maintain strong links within North Cluster Schools to improve student learning opportunities and outcomes.
- Engage community in planning and development of BER and SSoT facilities projects to enhance and increase community access to H.S.S.

#### **Positive Relationships:**

- Review and refine Responsible Behaviour Plan for Students.
- Embed 'You Can Do It' program to enhance students' social and emotional well-being.
- Develop and maintain a safe, healthy and supportive working and learning environment for students and staff.

## **Embracing Individuality:**

- Implement the *Developing Performance Framework*, considering personal, school and DETA's needs.
- Enhance curriculum and improve program access for 'Students with Disabilities'.
- Develop and implement strategies to engage – Gifted, Indigenous, Children in Care and ESL students.

## Our school at a glance

### School Profile

Highfields State School is situated on the New England Highway, seventeen kilometers 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 separate identity, close to the school. Growth rate within this part of the Crows Nest Shire (Division 2) is currently 6.4%. Highfields State School is coeducational, Enrolment as of 2008 recorded 781 students from Prep to Year 7. The school is part of the Darling Downs and South West Region, Toowoomba District. The school was established in 1870. The school campus includes the main Primary sector (Prep –Year 7) and also offers a Special Education Program, meeting the needs of students with a range of disabilities. The Special Education program at Highfields is also part of Cluster, including Kingsthorpe SS, Geham SS and Meringandan SS. The majority of parents are well-educated and achievement orientated. The set high standards for themselves and for their children, and subsequently have high expectations of their school in terms of how they perceive their child' learning should be supported, and the general level of service delivered by the school. These expectations are reflected in a very 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 special events, and a high level of community-wide involvement at a 'grass roots' level.

### Curriculum offerings

#### Our distinctive curriculum offerings

Organisation at Highfields State School centre's around the teaching of the Early Foundation Areas in the Early Years (Preparatory Year) and the Key Learning Areas (Years 1 to 7).

Early Learning Areas	Specific Focus (Early Learning Areas)	Key Learning Areas
Social and Personal Learning	Social Learning Personal Learning	SOSE HPE
Health and Physical Learning	Making Healthy Choices Gross & Fine Motor	HPE
Language Learning & Communication	Oral Language Early Literacy	English LOTE
Early Mathematical Understanding	Early Numeracy	Mathematics
Active Learning Processes	Thinking, Investigating, Imagining and Responding	Science / SOSE / Technology / The Arts

#### **Programs for Students with Learning Difficulties:**

At Highfields State School we offer:

- A full-time Support Teacher – Learning Difficulties who develops and monitors support programming to ensure students with learning difficulties 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.

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 learning needs.

A range of support modes across the school, including: SEP classes, in-class support or a combination of both. Currently at Highfields State School we offer; Literacy and Numeracy programs, fine and gross motor programs, integrated studies, woodwork, social skills, relaxation classes and community access programs. Students have the opportunities to participate in sporting events from a range of disabilities, and also daily living skills development courses.

## Our school at a glance

### **Programs for Gifted Students:**

All students have the right to a socially just and equitable education. Gifted students need to receive maximum benefit from a supportive school environment which aims for early identification and provides a range of options and inclusive curriculum practice.

Giftedness refers to a student's outstanding ability in one or more domains (Intellectual, Creative, Socioaffective or Sensorimotor) and talent refers to outstanding performance in one or more fields within these domains (academics, arts, business, leisure, social action, sports or technology).

Talent emerges from giftedness as a consequence of the developmental process: hence talent students are a subset of gifted students.

Objectives of the Gifted Education program at Highfields State School is to maximize the educational access, participation and outcomes for all gifted students by:

- Awareness of the prevalence and specific needs of students who are gifted and talented;
- Cooperation and collaboration between teachers, parents/caregivers, students, educational administrators and the community to ensure students who are gifted and talented have opportunities to develop their skills.
- Early identification of all students who are gifted regardless of their ethnicity, disability, gender or economic status.
- Meeting the specific needs of students who are gifted and improving their learning outcomes.

### **Extra curricula activities**

Highfields is very proud to offer a broad range of extra-curricula activities to students including;

English	<ul style="list-style-type: none"><li>• ICAS Writing Competition, ICAS English Competition, Year 7 Speech Competition, Speech and Drama, Speech Therapy, LIP – Literacy Intervention Program.</li></ul>
LOTE	<ul style="list-style-type: none"><li>• Japanese Speech Competition, Japanese Student Visit.</li></ul>
Mathematics	<ul style="list-style-type: none"><li>• ICAS Mathematics Competition, Darling Downs Maths Team Challenge.</li></ul>
Science	<ul style="list-style-type: none"><li>• ICAS Science Competition, Amaroo Environmental Education Excursions, USQ Science Expo, Landcare Projects.</li></ul>
SOSE	<ul style="list-style-type: none"><li>• Student Leadership Program, Sydney Canberra Excursion, ANZAC Day, Australia Day</li></ul>
The Arts	<ul style="list-style-type: none"><li>• Instrumental Music Program (Strings, Woodwind, Brass, Percussion), Concert Band and Ensembles, Fanfare, TYME, Choral Music Program, Percussion Ensembles, Drama Festival, Eisteddfod participation, School Revues, Crows Nest Arts Festival, Show Entries, Art Council performances.</li></ul>
Technology	<ul style="list-style-type: none"><li>• ICT for Girls, Woodwork, Learnscapes Project, Robotics.</li></ul>
HPE	<ul style="list-style-type: none"><li>• Interschool Sport (Years 6&amp;7), Intraschool Sport (Lunchtime Competitions), Zone / District and State representation, Swimming, Cross Country and Athletics Carnival, Occupational Therapy, Tennis Coaching.</li></ul>
Other	<ul style="list-style-type: none"><li>• High School Transition (Year 7), Camps / Excursions (Yr 4-7), Cycle Safety, Chess Club, Optiminds</li></ul>

### **How computers are used to assist learning**

Highfields State School places a significant emphasis on the use of technology as an aide to learning across all Key Learning Areas and across all Year Levels. To assist this we have a computer lab of 32 computers which is accessed by all classes in the school. We also have pods of 5 computers in each of our Year 5, 6 and 7 classrooms and pods of 2-4 computers in each of our other classrooms. In 2008 the ration of computers to students met Education

Queensland's target ratios. We also increased the numbers of ICT peripherals during the year and also purchased 10 Electronic Whiteboards, which are utilized across all Year Levels. All classrooms are cabled to our network and have Internet / Web access.

## Our school at a glance

Examples of Technology in action at Highfields include:

- Use of adaptive technologies and programs to support Students with Disabilities and Learning Difficulties;
- Using computers for assessment activities;
- Computers used extensively for planning and reporting;
- **Robotics** – Year 7 students enhance their abilities in a range of domains through engagements in robotics;
- On-line learning tools;
- Students utilize **Virtual Classrooms** to support their learning;
- The use of **Learning Objects** to enhance their knowledge and understanding of concepts covered.

### Social climate

At Highfields State School, we believe children fly high with learning through:

- **Intellectual Rigour** – refers to the essential knowledge and skills that are required for complex and real-life challenges.
- **Embracing Individuality** – refers to accepting all students, teachers and parents as individuals, and providing programs best suited to their needs.
- **Positive Relationships** – refers to building and maintaining healthy relationships with all members of our school community.
- **Connecting with Communities** – refers to linking what we do as a school to broader communities; school, local, national and global.

**Charter of Rights for Members of Highfields State School Community:** - At Highfields State School, everyone has the right to:

- Be listened to
- Be valued as an individual (to be cared for)
- Experience success (to be encouraged)
- Be safe
- Be free from harassment (not being made fun of or bullied)
- Expect their property and belongings to be safe
- Make good decisions for themselves within set guidelines
- Seek help to solve a problem

### Involving parents in their child's education.

Parents are actively engaged in all levels of school activities.

At a governance level we have parent representatives on our School Council. We also have strong and active committee structure which has parent representatives on all committees. The parents, through the Parents and Citizens Association, manage the Outside School Hours Care facility, which is an integral aspect that differentiates our school from others in our local area. The P&C Association also manages the Tuckshop and Uniform shop which is managed on a daily basis by a paid convener but staffed by parent volunteers. Fundraising is managed by the P&C association with the Fundraising Committee providing the day-to-day operation. In 2008, this committee raised over \$90,000 for our school. These funds are being targeted to support the realisation of the SmART Space major facilities project, along with other State and Federal funding sources.

Parents are actively encouraged to be involved in their children's classes and with other learning programs in the school. These include:

- In-class support

## Our school at a glance

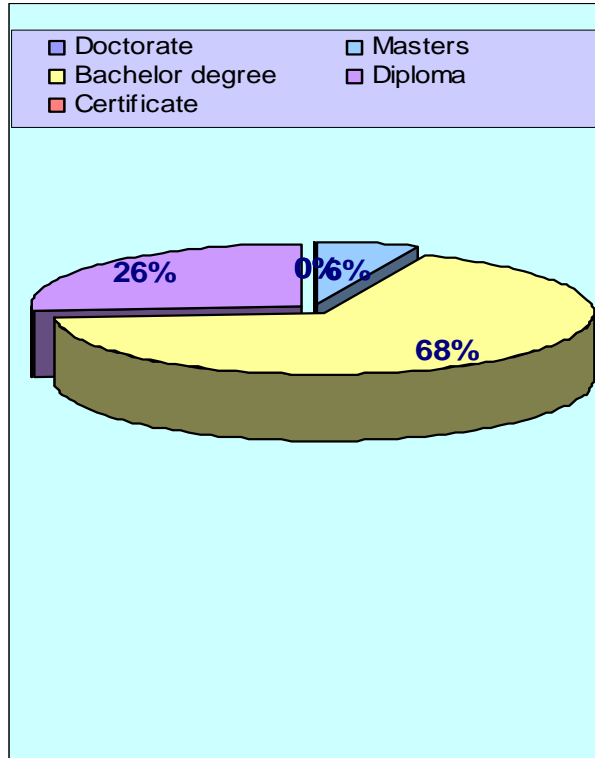
- Literacy intervention program tutors
- Sporting team coaches and managers
- Helping in the Library
- Computer lesson support
- Student banking
- Book Club

Our Special Needs team have a parent support group that meets on a monthly basis to talk about issues specific to students with a disability and to provide mutual support.

## Our staff profile

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	34
Diploma	13
Certificate	0



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

- The total funds expended on teacher professional development in 2008 was **\$16,822.00**.
- The major professional development initiatives are as follows: Early Years Conference, Functional Grammar, Classroom Profiling, Middle Schooling (Andrew Fuller), You Can Do It, First Steps – Maths, Opti-minds, Literacy Educators, Write it Right – Spelling Workshop.
- The involvement of the teaching staff in professional development activities during 2008 was **95%**.

### Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was **96%** in 2008.

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

- From the end of the 2007 school year, **87%** of staff were retained by the school for the entire 2008 school year.

## Performance of our students

### Student attendance

The average attendance rate as a percentage in 2008 was **94%**.

### Key outcomes

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.

Domain	Measures	Yr 3	Yr 5	Yr 7	Yr 9
Reading	Average score for the school	394	482	560	
	Average score for Queensland	371.1	466.1	528.1	568.2
	For the school the percentage of students at or above the national minimum standard.	2008	88%	91%	98%
Writing	Average score for the school	398	478	528	
	Average score for Queensland	391.8	468.9	522.7	555.3
	For the school the percentage of students at or above the national minimum standard.	2008	88%	91%	93%
Spelling	Average score for the school	389	476	560	
	Average score for Queensland	366.7	462.0	528.0	567.8
	For the school the percentage of students at or above the national minimum standard.	2008	91%	93%	97%
Grammar and Punctuation	Average score for the school	397	495	551	
	Average score for Queensland	370.4	476.6	518.0	563.2
	For the school the percentage of students at or above the national minimum standard.	2008	89%	94%	99%
Numeracy	Average score for the school	376	470	566	
	Average score for Queensland	367.9	458.2	539.0	570.7
	For the school the percentage of students at or above the national minimum standard.	2008	88%	95%	99%

### Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	54%
Writing	94%
Number	71%

## Performance of our students

### Value added

#### **Improved student learning outcomes:**

- Overall student performance trends and outcomes, especially in Literacy and Numeracy, were at or above State and National mean.
- School Opinion Surveys indicated a mostly high level of satisfaction (amongst students, staff and parents) with the curriculum offerings, pedagogy and resourcing at Highfields State School.
- Nearly all low incident disability areas were represented within the school population were well supported by Special Education and Class Teachers and supporting staff.
- Students with learning difficulties (10% - 12% of whole student population), were well supported by Learning Support teacher, Class Teachers and supporting staff / volunteers.
- Individual Education programs for 'Children in Care' and 'Indigenous Students' were prepared, implemented and reviewed.
- Identification process established and implemented to identify Gifted students.

#### **Staff professionalism and Continuous Learning:**

- Professional Learning and Sharing priorities established around Professional Development Agenda 2007-2008, ETRF, QCAR Framework reform initiatives – Early Years, Middle Phase of Learning, ICT's, The Arts, Mathematics and English.
- All teaching staff engaged in Professional Standards for Teachers
- Learning Teams – organised around the school's year levels / areas of curriculum implementation and development, and related pedagogy – English, Mathematics, Integrated Studies, The Arts and ICT – all staff having at least one key responsibility in these areas. Specific working parties / reference groups established to progress targeted agendas, i.e. Healthy Smart Choices, Thinking Skills, Gifted Education, Behaviour Management.
- School-based professional learning and sharing scheduled on a regular basis.
- Year Level / Areas were allocated PD budgets based on staff needs and school priorities.
- HOC worked with Year Levels teams – providing (via flexible staffing, specialist personnel and other school-based resources) for each team to be released at least once per term for planning.
- English and Maths Committee Meetings, coordinated by HOC, met at least once per term.
- Developed a whole school focus on quality writing.
- Engaged in QCARF to further refine planning, teaching and learning and common assessment format, quality assessment tasks, standards matrix.
- Continued to develop ICT's as an integral component of curriculum, learning and teaching.
- Developed 1-7 Curriculum Plan.
- Continued and enhanced transition with TSHS.
- Developed strategies to engage boys.
- Continued to provide support to students from Defence Force Families.
- Celebrated and affirmed successes of groups and individuals on staff.

### Parent, student and teacher satisfaction with the school

The 2008 School Opinion Survey Data indicates the following levels of satisfaction in relations to key school performance indicators:

#### **Parents/Caregivers:**

- Percentage of parents/caregivers satisfied that they are getting a good education at school: **83%** (State Average: 78%).

## Performance of our students

- Percentage of students satisfied that they are getting a good education at school: **91%** (State Average: 79%)
- Percentage of parents/caregivers satisfied that the school is a good school: **86%** (State Average: 84%)

### **Workforce:**

- Percentage of workforce engaged in professional development opportunities: **90%** (State Average: 81%)
- Percentage of workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives: **73%** (State Average: 73%)
- Percentage of staff members satisfied with morale at the school: **88%** (State Average: 79%)

These outcomes demonstrate the performance and efforts of Highfields is appreciated and valued by the students, parents and staff.