



Highland Reserve State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Established in 2009, Highland Reserve School is a co-educational Prep to Year 7 state primary school situated between Brisbane and the Gold Coast in Queensland. All school activities are aligned to personalise education to maximise learning outcomes in a 21st Century learning environment.

Important features of the school include modern state of the art learning spaces, an e-learning hub, purpose built preparatory learning areas and individual/group focussed learning areas. The school has indoor, outdoor flexible learning areas with environmentally sensitive land/learning scapes, and water harvesting systems and smart energy systems. There is also connected e-learning- wireless and hard wired, a music and performing arts centre, a digital media Lab and a purpose built science/technology centre. Highland Reserve State School provides a supportive and engaging learning environment that prepares children to be active, informed and responsible members of the community.

Principal's Forward

Introduction

Highland Reserve State School was established in 2009 in the rapidly growing suburb of Upper Coomera. The co-educational school caters for students from preparatory to year 6 (P-6).

Highland Reserve State School has experienced continual growth in enrolments since the school opened, with this trend expected to continue. The school focuses on providing a safe, positive learning environment for all students and staff. High standards of behavior are expected from students which is outlined in the *school's Responsible Behaviour Plan* for students.

Highland Reserve State School provides a quality education to equip students for the future, to enable them to contribute to a socially, economically and culturally vibrant society. Highland Reserve State School's shared vision of "Clever, Skilled and Creative Students", supports the continual provision of an effective learning environment where students are challenged to reach to their potential and strive the excel. Students are encouraged to be aware of their learning needs and to actively engage in mapping out the steps that inform their growth as learners.

Our success in 2015 was based on the following four key components.

1. Continued high expectations for all groups of students by setting high standards and learning achievement targets supported by a focus on success
2. The ongoing promotion of a high performance staff culture supported by a focus on evidence based teaching practices and regular review of outcomes

3. An understanding that teachers and parents can make significant academic progress when working in partnership
4. A belief by all that student outcomes can and will be improved through effective teaching and a personalized approach to learning.

At Highland Reserve State School we believe the core skills in literacy and numeracy are critical to success and subsequent future life opportunities. As such we embed a culture where the use of learning data critically informs specific teaching and learning programs. Importantly the use of human resources, physical resources and resource purchasing is deliberately targeted to the learning needs of children and is prioritized to meet the learning needs of every child.

The following report provides an overview of Highland Reserve State School's progress towards its goals for 2016.

School progress towards its goals in 2016

Highland Reserve State School set the following priority areas for development in 2016:

- Reading: develop a consistent approach to teaching and learning of Reading
- Positive Behaviour for Learning: implementation across the school of PBL approach
- My Learning - My Goals: create goal setting and feedback processes to meet learning needs of students
- Spelling: research whole school approach to spelling

In each of these areas, progress was attained, with future developments planned for 2017 and beyond.

Future outlook

As outlined in the Annual Implementation Plan for 2017, the key improvement agendas remained to ensure strategies were embedded into practice:

- Reading: embed a common language and consistent teaching approach across the school, aligned to Highland Reserve State School pedagogical practices and the school Reading Program
- Spelling: develop and implement a school spelling program that outlines a research based, whole school approach to teaching spelling, accompanied by a comprehensive professional learning program to support implementation
- Positive Behaviour for Learning: embed school values through the consistent use of the PBL framework across Prep to Year 6
- Pedagogy: embed the effective use of key school pedagogical practices
 - o Use of data for learning
 - o Clear learning intentions and success criteria
 - o Explicit instruction and gradual release of responsibility
 - o Personal goals for students
 - o Explicit, descriptive feedback

The following key strategies will not only support the development of the key priorities but will sustain exemplar practice across the school:

- Continue to review and track student performance data and apply evidence based interventions to maximize learning outcomes for every student
- Embed Age Appropriate Pedagogies through the Early Years precinct
- Development of a community reading hub
- Development of STEM approach across the school
- Refine responses to student data at a classroom level to make obvious links to personalized learning
- Enhancement of Secondary School partnerships
- Invest in providing enhanced Information and Communication Technology (ICT) across the school to assist learning
- Develop "programs of excellence" within the school in areas of Academics and Music
- Invest in quality staff professional learning programs related to key priorities within the school

During 2016 Highland Reserve State School developed its long term strategic plan: 2017 – 2020. This plan will be used to guide the strategic direction of the school for the next four years.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	766	363	403	18	93%
2015*	772	366	406	21	94%
2016	836	409	427	35	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 2016, 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://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Students attending Highland Reserve State School reside in the communities and estates of Upper Coomera, Wongawallen, Heritage Gardens, Highland Reserve and Reserve Rise. This area is experiencing rapid population growth.

Many young families move into this area from interstate and overseas to access work in both Brisbane and the gold Coast and to raise their families in a semi-rural environment with coastal access. Families value and seek quality educational outcomes, support their child's education at school and become involved in many ways to support their child's achievement. The school maintains a highly respected status in the community and as such many people choose to buy or rent within the school catchment area.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	24	23
Year 4 – Year 7	24	26	28
Year 8 – Year 10			
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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Highland Reserve State School offers a quality education in the key learning areas of English, Mathematics, Science, History, Geography, The Arts, Technology, Health and Physical Education and LOTE (Chinese).

Music, Health and Physical Education and Chinese are taught by specialist teachers.

The school demands a strong focus on Literacy and Numeracy across all key learning areas.

In 2016, distinctive curriculum programs included:

- English Intervention Programs – Support A Reader (SAR) and intensive intervention guided reading groups
- English and Mathematics extension programs – Upper two bands (high performing students program)
- Pastoral care programs including, 'Positive Behaviour for Learning', chaplaincy, behavior management and social skills
- Tailored programs such as the DEARS and targeted teaching of reading to align learning to students' needs
- Sport – Gala Sports program, cross country, swimming and athletics
- Technology supported learning programs across the curriculum
- Science club, showcase night and robotics club
- Arts Excellence through choir, various band programs (instrumental, drum line, guitar) and strings
- Special Education Programs (SEP) including lunch clubs, specially tailored education programs, facilitation of specialist advisor programs for students with diagnosed disabilities and the support of special learning needs as required

Through consultation with our local Early Childcare Education Centres and our wider community, our school continued to develop and refine our Pre-Prep Program to build the relationships between our school and our pre-school aged children. This initiative transitions parents and students into our school community through a formalised orientation program focussing on simple skills and expectations of children and parents.

Co-curricular Activities

A diverse range of co-curricular activities are available for students at Highland Reserve State School. These include:

- Strings Program
- Instrumental Program
- Choir
- Rock Bands
- Guitar Excellence
- Drum Line
- Go and Run
- Sports Gala Days
- Cross Country
- Swimming Carnival
- Athletics Carnival
- Highland Heroes
- Student Council
- Garden Club
- Chess
- Science Club
- STEM Programs

How Information and Communication Technologies are used to Assist Learning

At Highland Reserve State School, we recognise that a digitally rich environment enables teachers and students opportunities to:

- engage
- create
- work collaboratively
- communicate ideas
- problem solve

Purpose built for 21st Century Learning, our school provides access to a wide range of digital resources that the school community can access throughout the school day and resources that students and families can access at home.

Each of our classrooms have laptop computers and iPads that have age appropriate, quality learning apps for each year level. In addition to these classroom ICT resources, we have an open learning space with 26 computers, where teachers can have their class work on projects and tasks together. We also have access to class sets of iPads, loaded with educational apps, that



teachers can borrow for all students to be working on a device. Students have access to various zones across the school, where they can use various ICTs before school and during lunch breaks.

Having interactive touch panels in each room provides our teachers and students with rich opportunities to engage, actively participate and interact across lessons. To compliment the touch panels, our school subscribes to a number of online resources enabling teachers and students access to thousands of digital books, and other digital resources that support and enhance curriculum work.

We have a Green Room with green screen technology, allowing classes opportunities to create presentations and projects in a fun, engaging and creative way. Students and teachers have access to contemporary digital technologies like robots, drones, digital microscopes and robotics that enable students' opportunities to program and code.

Highland Reserve State School are responsive to ongoing technological developments, and are committed to keeping up to date with emerging technologies that will enhance the way teachers teach and students learn in an information rich society.

Social Climate

Overview

Highland Reserve State School is part of the state wide Positive Behaviour for Learning program (PBL) We are committed to creating and maintaining a safe, respectful and responsible learning environment through the explicit teaching of the following rules:

- Be a Learner
- Be Respectful
- Be Responsible
- Be Safe

In the 2016 School Opinion Survey:

- 92% of parents indicated that student behaviour is well managed at Highland Reserve State School.
- 98% of parents indicated that their child feels safe at this school.
- 94% of students indicated that student behaviour is well managed at Highland Reserve Stae School.
- 97% of students indicated that they feel safe at this school.

Highland Reserve State School has a range of programs to support the social development of students. This includes the school wide positive behaviour support program and anti-bullying strategies.

The school routinely analyses behaviour data and actively teaches social skills in the form of a fortnightly lesson. Positive behaviour choices are recognised with a range of tangible rewards.

At Highland Reserve State School we implement a playground support program (Highland Heroes) which involves senior students supporting younger students to make positive behaviour choices in the playground.

Our school is supported by the services of a Guidance Officer for three days a week and a Chaplain for two days each week. We also enjoy access to various community services through referral programs.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	98%	88%	98%
this is a good school (S2035)	95%	88%	99%
their child likes being at this school* (S2001)	98%	94%	98%
their child feels safe at this school* (S2002)	98%	94%	98%
their child's learning needs are being met at this school* (S2003)	95%	82%	93%
their child is making good progress at this school* (S2004)	93%	82%	95%
teachers at this school expect their child to do his or her best* (S2005)	98%	94%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	85%	92%
teachers at this school motivate their child to learn* (S2007)	95%	88%	93%
teachers at this school treat students fairly* (S2008)	93%	84%	96%
they can talk to their child's teachers about their concerns* (S2009)	93%	97%	96%
this school works with them to support their child's learning* (S2010)	89%	88%	96%
this school takes parents' opinions seriously* (S2011)	86%	78%	94%
student behaviour is well managed at this school* (S2012)	90%	76%	92%
this school looks for ways to improve* (S2013)	93%	88%	99%
this school is well maintained* (S2014)	95%	94%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	97%	98%
they like being at their school* (S2036)	98%	94%	99%
they feel safe at their school* (S2037)	100%	92%	97%
their teachers motivate them to learn* (S2038)	100%	97%	100%
their teachers expect them to do their best* (S2039)	100%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	100%	93%	97%
teachers treat students fairly at their school* (S2041)	97%	87%	93%
they can talk to their teachers about their concerns* (S2042)	97%	87%	93%
their school takes students' opinions seriously* (S2043)	100%	84%	96%
student behaviour is well managed at their school* (S2044)	98%	86%	94%
their school looks for ways to improve* (S2045)	100%	93%	100%
their school is well maintained* (S2046)	100%	94%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	90%	99%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	93%	98%
they feel that their school is a safe place in which to work (S2070)	100%	93%	98%
they receive useful feedback about their work at their school (S2071)	93%	76%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	100%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	98%	97%	100%
student behaviour is well managed at their school (S2074)	100%	90%	100%
staff are well supported at their school (S2075)	100%	59%	100%
their school takes staff opinions seriously (S2076)	100%	59%	100%
their school looks for ways to improve (S2077)	100%	83%	100%
their school is well maintained (S2078)	100%	93%	100%
their school gives them opportunities to do interesting things (S2079)	100%	86%	100%

* 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 importance of parents and teachers working together is strongly supported throughout the school. Parents are encouraged and supported in working with the school through access to, and involvement in:

- Classroom volunteer programs
- Parent / Teacher meetings
- P&C meetings, activities and events
- School assemblies
- Class celebrations and culminating activities
- The school website and Facebook site
- Digital updates
- Parent information sessions
- Email access to teachers
- Working with teachers to develop, support and review individual learning plans across a range of abilities

Respectful relationships programs

Highland Reserve State School has developed and implemented programs that focus on appropriate, respectful and healthy relationships. This includes the whole school PBL (Positive Behaviour for Learning) approach as well as:

- Ditto Show
- Life Education
- Chaplaincy lead programs
- Guidance Officer lead programs
- Celebration of Harmony Day

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	9	19	10
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	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.

Environmental Footprint

Reducing the school's environmental footprint

Our sustainable school is based on a set of values, including:

- Respect, care and compassion for ourselves, others and our environment
- Responsibility for our actions

Whilst a rise in electricity use is observable over time, this can be attributed to a significant population and enrolment growth over the period in question.

Once the school enrolment plateaus, we will observe some possible areas to address to target sustainable practices within our school.

The increase in water use can also be attributed to an increase in enrolment and staffing numbers. The school will continue to use the tanks within the school and will investigate further methods for minimizing the water use.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	221,955	1,525
2014-2015	237,732	1,083
2015-2016	252,263	3,548

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.

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 <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

Sector:
 Government
 Non-government

Where it states '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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	56	37	0
Full-time Equivalent	50	22	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Graduate Diploma etc.**	7
Masters	6
Bachelor degree	34
Diploma	1
Certificate	1

*Teaching staff includes School Leaders

**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 2016 were \$45,135.81

The major professional development initiatives were as follows:

- Mandatory staff training modules
- Independent Public Schools Alliance
- Cluster School initiatives
- Reading strategies aligned to school Reading program
- Positive Behaviour for Learning
- Beginning Teacher Mentoring
- Jim Knight workshop
- Pedagogical Coaches training
- First Aid
- Peer Review training
- Upper Two Bands – high yield strategies
- Strategic Leadership Program
- Media and Legislation Training
- Interagency collaboration
- WISC training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	90%	92%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

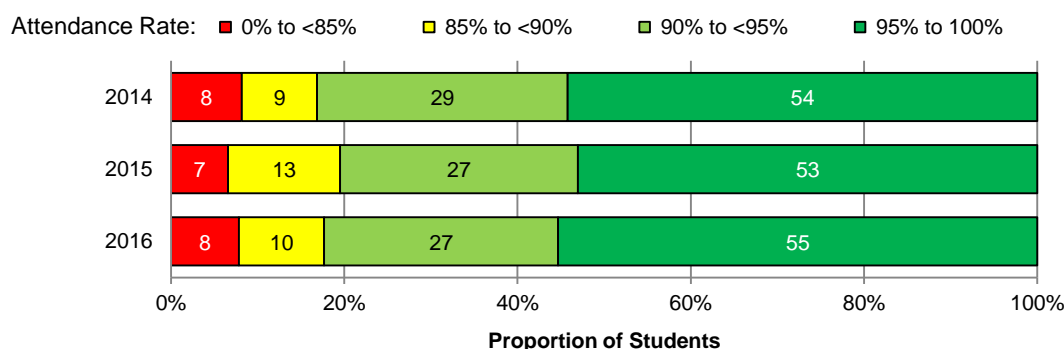
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	94%	94%	94%	95%	93%	93%	93%					
2015	94%	94%	94%	94%	94%	95%	94%						
2016	94%	94%	94%	94%	94%	95%	94%						

*Attendance rates effectively count 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 and office staff at the school monitor student attendance closely making positive approaches to families to ensure children are in attendance at school when they can be.

Referrals to the school Guidance Officer and Chaplain are made where it is deemed necessary to support family circumstances.

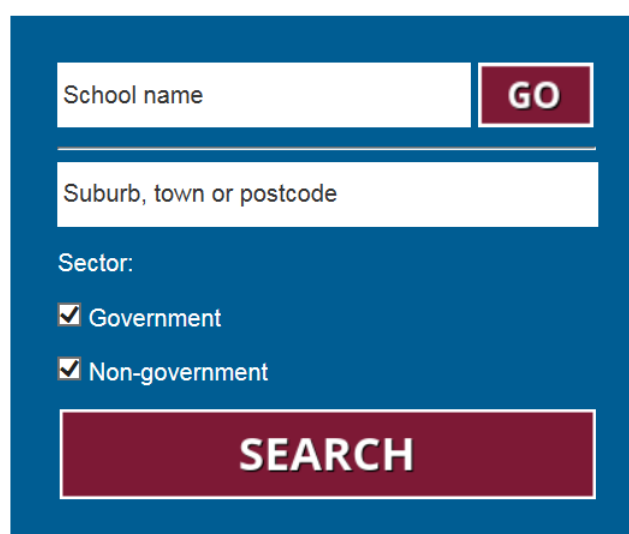
Reminders of the importance of school attendance are added to parent handbooks and periodically in the school newsletter and on the school Facebook site.

NAPLAN

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



School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**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.

In 2016, students at Highland Reserve State School once again achieved amazing results in all areas of their learning. Academic Achievement was showcased by extremely high levels of success in the 2016 NAPLAN testing. Year 3 and Year 5 student cohorts consistently achieved well above State averages and above National averages in most areas of testing. These results clearly indicate the quality learning that occurs on a daily basis.

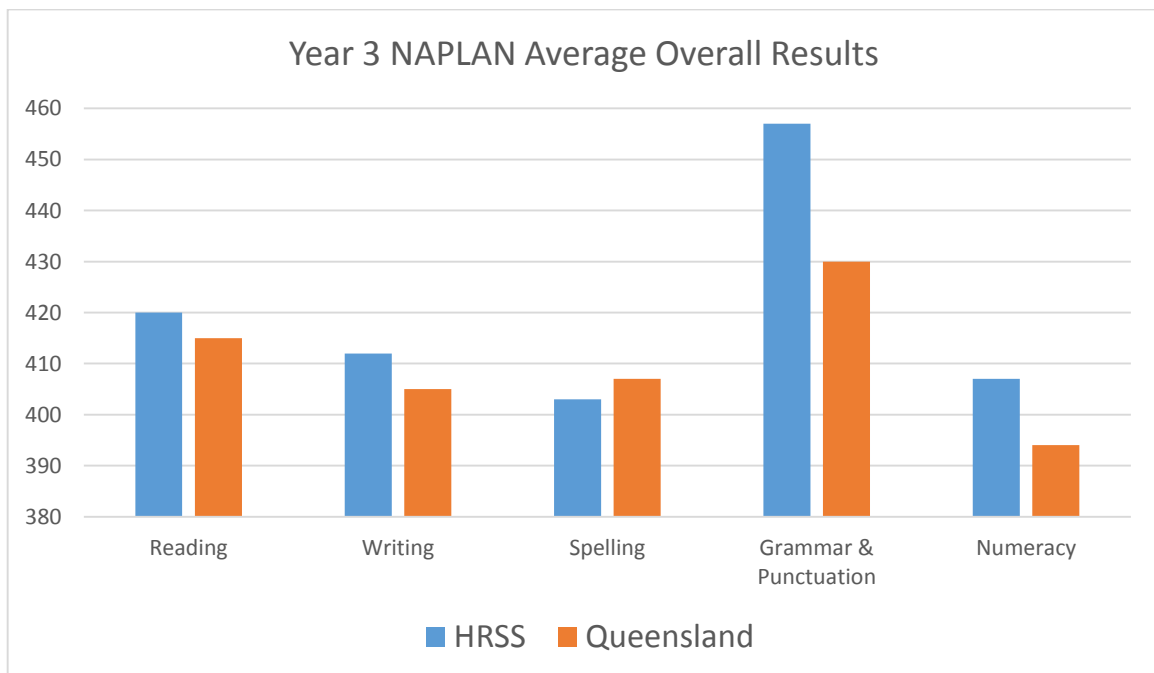
The school community congratulates the students for this success and to the staff for their ongoing dedication to learning and achieving for every child.

2016 NAPLAN Results

YEAR 3


TESTING AREA	% of Students above the National Minimum Standard		% of Students achieved the Upper Two Bands level	
	Highland Reserve State School	Queensland Mean	Highland Reserve State School	Queensland Mean
READING	99%	94.2%	47%	44%
WRITING	98.1%	95.5%	46%	41%
SPELLING	97.1%	93.6%	41%	43%
GRAMMAR & PUNCTUATION	100%	94.9%	61%	47%
NUMERACY	99%	94.4%	46%	32%

Represents areas Highland Reserve State School achieved above the State average



YEAR 5

TESTING AREA	% of Students above the National Minimum Standard		% of Students achieved the Upper Two Bands level	
	Highland Reserve State School	Queensland Mean	Highland Reserve State School	Queensland Mean
READING	97.1%	90.7%	45%	34%
WRITING	98%	89.4%	18%	13%
SPELLING	95.1%	90.7%	29%	23%
GRAMMAR & PUNCTUATION	99%	93.2%	48%	36%
NUMERACY	99%	92.8%	26%	23%

 Represents areas Highland Reserve State School achieved above the State average

