



Highland Reserve State School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

Established in 2009, Highland Reserve School is a co-educational Prep to Year 6 state primary school situated between Brisbane and the Gold Coast in Queensland. All school activities are aligned to personalise students' education to maximise learning outcomes in a 21st Century learning environment.

Highland Reserve State School Vision:

- Develop Clever – Skilled – Creative students who are inspired to become successful, life-long learners

Highland Reserve State School Values:

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

Highland Reserve State School Aspiration:

- Every student succeeding
 - o achievement of individual goals

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. There is also connected e-learning- wireless, a music and performing arts centre, a digital media Lab and a purpose built Maker Zone for Science, Technology, Engineering, Arts and Mathematics (STEAM) learning and innovation. 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 Foreword

Introduction

School Progress towards its goals in 2017

2017 explicit improvement agenda:

FOCUS	ACTIONS	ACHIEVEMENTS
Reading	<ul style="list-style-type: none"> embed a common language and consistent teaching approach across the school, aligned to the school pedagogical practices and school reading program 	<ul style="list-style-type: none"> School Reading Program embedded into practice Reading toolboxes displayed within classrooms Mentoring and coaching for staff to implement practices
Spelling	<ul style="list-style-type: none"> develop a school spelling program that outlines a research based, whole school approach to teaching spelling, accompanied by a comprehensive professional development program to support implementation 	<ul style="list-style-type: none"> Spelling program developed Professional learning for all staff on program and implementation
Pedagogy	<ul style="list-style-type: none"> Embed the effective use of key school based pedagogical practices 	<ul style="list-style-type: none"> Employment of coaches to model strategies and provide feedback to staff Focus on feedback for reading in 2018
Positive Behaviour for Learning	<ul style="list-style-type: none"> Embed school values through the consistent use of the Positive Behaviour for Learning framework across Prep to Year 6 	<ul style="list-style-type: none"> External PBL reviews endorsing processes Expansion of PBL team Update of PBL visuals around the school Enhanced PBL lessons on assembly and in classrooms

Future Outlook

2018 explicit improvement agenda:

FOCUS	ACTIONS	SUCCESS CRITERIA
Reading Goals – Reading Feedback	<ul style="list-style-type: none"> Establish short and long term reading goals with every student Provide regular, explicit reading feedback linked to individual reading goals 	All students achieving their individual goals
Spelling – SSP / WTW	<ul style="list-style-type: none"> Embed Speech Sounds Pics (SSP) approach in Prep and Year 1 Embed Words Their Way (WTW) approach in Years 2 to Year 6 	<p>P/1 : all students are able to use the SSP approach to blend and segment words</p> <p>2-6 : all students can identify and articulate the spelling features they have mastered and are working towards</p>
Student and Staff and Wellbeing	<ul style="list-style-type: none"> Develop HRSS student and staff wellbeing frameworks 	<p>Students will have a greater sense of belonging and self-responsibility leading to a positive behaviour, improved attendance and achievement.</p> <p>HRSS will have an enhanced positive culture and ethos as evidenced by high staff attendance and job satisfaction.</p>

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	772	366	406	21	94%
2016	836	409	427	35	94%
2017	867	430	437	40	95%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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 continues to experience 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	2015	2016	2017
Prep – Year 3	24	23	23
Year 4 – Year 6	26	28	26

Curriculum Delivery

Our Approach to Curriculum Delivery

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

Music, Health and Physical Education and Chinese are taught by specialist teachers. Humanities and Social Sciences is taught by a specialist teacher in Prep to Year 4.

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

In 2017, 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
- ICT supported learning programs across the curriculum
- Science club, showcase night and robotics club
- ACE Senior Elective Program to enrich and extend students' curriculum interest areas
- 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
- Vocal Excellence
- 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
- ACE Senior Elective Program

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 a 'Maker Zone' where students are taught Digital Technologies. With the implementation of BYO iPad classes in 2018, 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 2017 School Opinion Survey:

- 95% of parents indicated that student behaviour is well managed at Highland Reserve State School.
- 96% of parents indicated that their child feels safe at this school.
- 88% of students indicated that student behaviour is well managed at Highland Reserve State School.
- 98% 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:	2015	2016	2017
their child is getting a good education at school (S2016)	88%	98%	98%
this is a good school (S2035)	88%	99%	100%
their child likes being at this school* (S2001)	94%	98%	96%
their child feels safe at this school* (S2002)	94%	98%	96%
their child's learning needs are being met at this school* (S2003)	82%	93%	96%
their child is making good progress at this school* (S2004)	82%	95%	96%
teachers at this school expect their child to do his or her best* (S2005)	94%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	92%	98%
teachers at this school motivate their child to learn* (S2007)	88%	93%	100%
teachers at this school treat students fairly* (S2008)	84%	96%	96%
they can talk to their child's teachers about their concerns* (S2009)	97%	96%	96%
this school works with them to support their child's learning* (S2010)	88%	96%	96%
this school takes parents' opinions seriously* (S2011)	78%	94%	94%
student behaviour is well managed at this school* (S2012)	76%	92%	94%
this school looks for ways to improve* (S2013)	88%	99%	98%
this school is well maintained* (S2014)	94%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	98%	98%
they like being at their school* (S2036)	94%	99%	93%
they feel safe at their school* (S2037)	92%	97%	98%
their teachers motivate them to learn* (S2038)	97%	100%	98%
their teachers expect them to do their best* (S2039)	99%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	93%	97%	99%
teachers treat students fairly at their school* (S2041)	87%	93%	92%
they can talk to their teachers about their concerns* (S2042)	87%	93%	93%
their school takes students' opinions seriously* (S2043)	84%	96%	90%
student behaviour is well managed at their school* (S2044)	86%	94%	88%
their school looks for ways to improve* (S2045)	93%	100%	98%
their school is well maintained* (S2046)	94%	100%	98%
their school gives them opportunities to do interesting things* (S2047)	90%	99%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	93%	98%	100%
they feel that their school is a safe place in which to work (S2070)	93%	98%	100%
they receive useful feedback about their work at their school (S2071)	76%	96%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	92%	90%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	97%	100%	100%
student behaviour is well managed at their school (S2074)	90%	100%	100%
staff are well supported at their school (S2075)	59%	100%	98%
their school takes staff opinions seriously (S2076)	59%	100%	100%
their school looks for ways to improve (S2077)	83%	100%	100%
their school is well maintained (S2078)	93%	100%	100%
their school gives them opportunities to do interesting things (S2079)	86%	100%	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, community members and teachers working together is strongly supported throughout the school. Parents and community members are encouraged and supported in working with the school through access to, and involvement in:

- Classroom volunteer programs
- Highland Reading Reserve's Program
- Parent / Teacher meetings
- P&C meetings, activities and events
- School assemblies
- Class celebrations and culminating activities
- The school website and Facebook site
- Digital updates - Class and whole school
- Neighbourhood Network meetings
- Parent information sessions - including the Hive 'Buzz' sessions
- Email and online platform access to teachers
- Working with teachers and Student Support Team members to develop, support and review individual learning plans across a range of abilities

The Highland Reserve State School Parent and Community Engagement Framework can be found on the school website.

<https://highlandreservess.eq.edu.au/Ourschool/Rulesandpolicies/Pages/Rulesandpolicies.aspx>

Respectful relationships programs

Highland Reserve State School has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships.

The school implements programs and events that focus on developing an awareness of personal safety and awareness, including identifying and responding to abuse and violence, developing students' skills to be able to resolve conflict without violence and to recognize, react and report when they or others are unsafe.

At Highland Reserve State School, this approach includes:

- Implementation of the Australian Curriculum
- the whole school PBL (Positive Behaviour for Learning) approach
- Ditto Show for all students in Prep to Year 3 paid for by the school P&C
- Life Education for all students paid for by the school P&C
- 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	2015	2016	2017
Short Suspensions – 1 to 10 days	19	10	39
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Developing a sustainable school is based on a set of values that include:

- 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 level of 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
2014-2015	237,732	1,083
2015-2016	252,263	3,548
2016-2017	272,624	3,391

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.

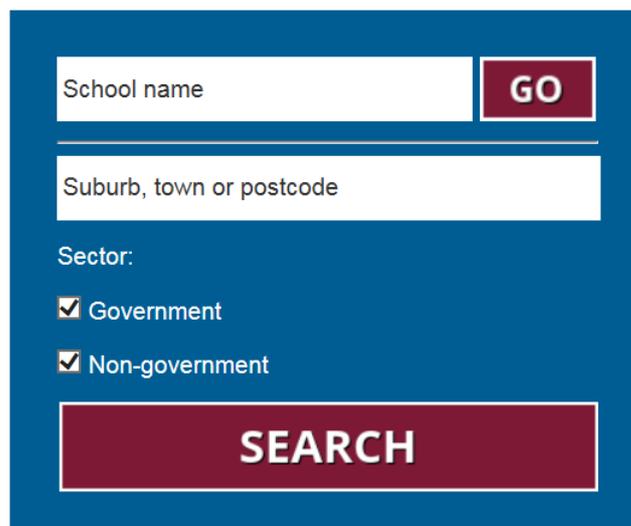
School Funding

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



The screenshot shows a search form with the following elements:

- A text input field labeled "School name" with a "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large "SEARCH" button at the bottom.

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	58	42	0
Full-time Equivalent	54	24	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	6
Graduate Diploma etc.**	7
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 2017 were \$39 718.84.

The major professional development initiatives are as follows:

- Early years learning
- Words their Way (WTW)
- Speech Sounds Pics (SSP)
- Teacher Planning days
- T21Century conference
- Positive Behaviour for Learning conference
- Independent Public Schools conference
- Teaching Reading
- Anita Archer
- Oliver training – HUB
- CPR and First aid training for Teacher Aides
- Inclusive Education Masterclass
- Abecedarian reading workshop
- iLearn at Hilliard State School
- Preparatory pedagogies and practice
- Monser workshop
- State school roadshow
- Functional Behaviour analysis
- SERSEN
- Tier 2 CR problem solving

Throughout 2017, all teaching staff received access to coaching and mentoring through the school Leader of Learning roles. Beginning Teachers were assigned mentors to support the induction into the school.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 98% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	92%	91%

*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 2017 for all Queensland Primary schools was 93%.

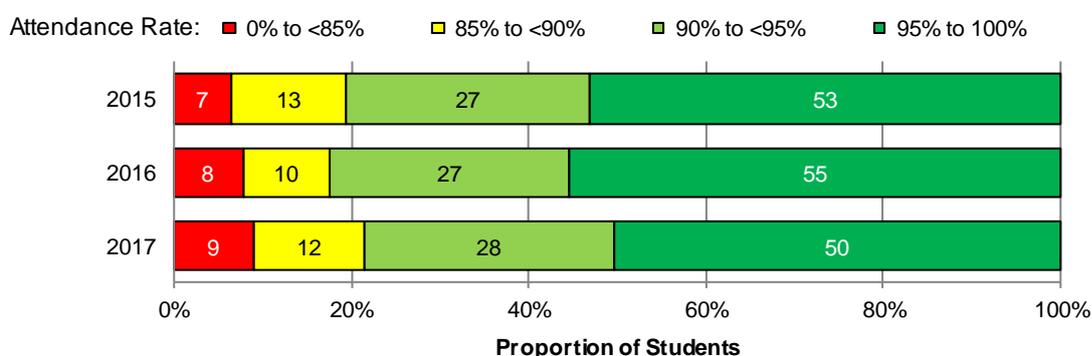
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	94%	94%	94%	94%	95%	94%						
2016	94%	94%	94%	94%	94%	95%	94%						
2017	94%	94%	93%	94%	92%	93%	93%						

*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 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.

At Highland Reserve State School, teachers and office staff 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.

Detailed procedures are outlined in the school Attendance Policy that can be located on the school website.

<https://highlandreservess.eq.edu.au/Ourschool/Rulesandpolicies/Pages/Rulesandpolicies.aspx>

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.