



Highland Reserve State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education

Contact information

Postal address	570 Reserve Road Upper Coomera 4209
Phone	(07) 5588 3333
Fax	(07) 5588 3300
Email	principal@highlandreservess.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Stephen O'Brien Principal



From the Principal

School overview

*Highland Reserve State School provides a high quality education that develops **Clever - Skilled - Creative** students who are inspired to become successful, life-long learners.*

Highland Reserve State School was opened in January 2009, by the then Premier of Queensland, Anna Bligh. The school was built as a 21st Century Digital Learning Environment incorporating an innovative range of teaching and learning spaces, furnishings and digital technologies.

In 2014, Highland Reserve State School was named as an Independent Public School in recognition of the high quality educational opportunities offered to students in the areas of academics, the arts, sport and citizenship. This status has been maintained due to the ongoing success of the school that includes NAPLAN achievement well above State levels.

Our school provides a range of learning pathways to meet the needs of all students including our Programs of Excellence in Academics and Music. We lead the way in offering educational experiences which promote growth and development of well-balanced, confident young students. Through a differentiated curriculum, all students receive a learning pathway that meets their needs that allows each and every student to reach their learning potential.

As a result of high expectations and performance, our students are highly sought after by our local Secondary Schools. Many students receive early entry offers and scholarships into the various Excellence pathways that are offered in Year 7.

Our students learn the values of 'Be a Learner', 'Be Responsible', 'Be Respectful', and 'Be Safe' to ensure that we are not only developing Clever - Skilled - Creative students, but children who will be successful in life and good citizens who will contribute to our community.

Welcome to Highland Reserve State School where our aspiration is for every student to succeed.



School progress towards its goals in 2018:

FOCUS	ACTIONS	ACHIEVEMENTS
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 	<ul style="list-style-type: none"> ✓ Student progress across the school mapped on the Literacy Continuum ✓ All staff involved in Professional Learning Team sessions once a week to analyse student progress and share teaching ideas ✓ Coaches employed in each sector of the school provided mentoring, modelling and coaching of exemplar practices ✓ Students created reading goals and were provided feedback to support their achievement of goals ✓ iRead strategy implemented throughout Prep to Year 6 ✓ additional teacher-aide hours purchased to support targeted teaching programs ✓ Year 3 and 5 NAPLAN Reading means above State and National means
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 	<ul style="list-style-type: none"> ✓ Teaching practices shared in year level professional learning team sessions ✓ Coaching and mentoring for staff provided across all year levels ✓ iSpell strategy implemented throughout Years 2 to 6 ✓ Year 3 NAPLAN Spelling mean above both State and National means ✓ Year 5 NAPLAN Spelling above State mean
Student and Staff and Wellbeing	<ul style="list-style-type: none"> ➤ Develop HRSS student and staff wellbeing frameworks 	<ul style="list-style-type: none"> ✓ Student and staff wellbeing strategies developed ✓ Enhanced range of strategies and programs implemented throughout the school

Future outlook - 2019 explicit improvement agenda:

FOCUS	ACTIONS	SUCCESS CRITERIA
Numeracy – Problem Solving	<ul style="list-style-type: none"> ➤ Implementation of HRSS Problem Solving Toolbox ➤ Display HRSS Problem Solving Toolbox in classrooms ➤ Explicitly teach the problem solving strategies 	<ul style="list-style-type: none"> ✓ Students can articulate the HRSS Problem Solving strategies that are relevant to their year levels ✓ Students can explain the problem solving strategy they are using and are able to justify why they have selected it
Reading Goals – Reading Feedback	<ul style="list-style-type: none"> ➤ Embed school practices for: <ul style="list-style-type: none"> - Establishing short and long term reading goals with every student - providing regular, explicit reading feedback linked to individual reading goals 	<ul style="list-style-type: none"> ✓ All students achieving their individual reading goals ✓ NAPLAN Reading means above State and National means
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 	<ul style="list-style-type: none"> ✓ P/1 : all students are able to use the SSP approach to blend and segment words ✓ 2-6 : all students can identify and articulate the spelling features they have mastered and are working towards ✓ NAPLAN Spelling means above State and National means



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	836	867	901
Girls	409	430	453
Boys	427	437	448
Indigenous	35	40	33
Enrolment continuity (Feb. – Nov.)	94%	95%	94%

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	24
Year 4 – Year 6	28	26	26

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

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 2018, distinctive curriculum programs included:

- English Intervention Programs – iREAD, iSPELL, Step Up
- English and Mathematics extension programs – Upper two bands (high performing students program), Maths Rockets, Reading Rockets
- Pastoral care programs including, 'Positive Behaviour for Learning', chaplaincy, behavior management and social skills
- 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

At Highland Reserve State School we believe in maximising opportunities by providing a diverse range of co-curricular activities for all students in relevant year levels. These opportunities are extended further for students with talents in either Academics or Music through our Program of Excellence. Program of Excellence opportunities are offered to selected students who meet specific criteria and commit to the program.

Co-Curricular activities:

- Strings Program
- Instrumental Program
- Choir
- Drum Line
- Go and Run
- Sports Gala Days
- Cross Country
- Swimming Carnival
- Athletics Carnival
- Highland Heroes
- Student Council
- Environmental Club
- STEM Programs
- ACE Senior Elective Program
- Debating

Program of Excellence opportunities:

- Maths Rockets
- Reading Rockets
- Vocal Excellence
- Rock Bands
- Guitar Academy
- Chamber Strings



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.

In order to implement innovative and challenging pedagogies to maximise student learning, all classrooms and teaching areas have a full range of digital teaching tools, including interactive whiteboards, data projectors, laptops for students and teachers, internet cable and wireless access. In 2018 our focus with ICT's, Digital and Design Technologies is to integrate a wide range of digital technologies and implement an innovative approach to curriculum delivery, provide opportunities to harness the passion for change and innovation by engaging students in STEAM activities and provide learning experiences to develop problem solving, critical and creative thinking. Embedding ICT skills in all unit plans, will ensure a seamless approach from Prep to Year 6. Classes from Prep to Year 6 have access to class sets of iPads and portable iPad and laptop trolleys creating a seamless learning environment.

Students have access to 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.

In 2018, Year 2-Year 4 classes have implemented a BYO program using student owned iPads.

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 2018 School Opinion Survey:

- 89% 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.
- 89% of students indicated that student behaviour is well managed at Highland Reserve State 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

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)	98%	98%	99%
• this is a good school (S2035)	99%	100%	99%
• their child likes being at this school* (S2001)	98%	96%	97%
• their child feels safe at this school* (S2002)	98%	96%	99%
• their child's learning needs are being met at this school* (S2003)	93%	96%	99%
• their child is making good progress at this school* (S2004)	95%	96%	94%
• teachers at this school expect their child to do his or her best* (S2005)	98%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	98%	97%
• teachers at this school motivate their child to learn* (S2007)	93%	100%	97%
• teachers at this school treat students fairly* (S2008)	96%	96%	97%
• they can talk to their child's teachers about their concerns* (S2009)	96%	96%	97%
• this school works with them to support their child's learning* (S2010)	96%	96%	93%
• this school takes parents' opinions seriously* (S2011)	94%	94%	86%
• student behaviour is well managed at this school* (S2012)	92%	94%	89%
• this school looks for ways to improve* (S2013)	99%	98%	96%
• this school is well maintained* (S2014)	100%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	98%	99%
• they like being at their school* (S2036)	99%	93%	98%
• they feel safe at their school* (S2037)	97%	98%	97%
• their teachers motivate them to learn* (S2038)	100%	98%	98%
• their teachers expect them to do their best* (S2039)	99%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	99%	94%
• teachers treat students fairly at their school* (S2041)	93%	92%	95%
• they can talk to their teachers about their concerns* (S2042)	93%	93%	94%
• their school takes students' opinions seriously* (S2043)	96%	90%	95%
• student behaviour is well managed at their school* (S2044)	94%	88%	89%
• their school looks for ways to improve* (S2045)	100%	98%	100%
• their school is well maintained* (S2046)	100%	98%	99%
• their school gives them opportunities to do interesting things* (S2047)	99%	98%	100%



Percentage of students who agree# that:	2016	2017	2018
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* 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)	98%	100%	93%
• they feel that their school is a safe place in which to work (S2070)	98%	100%	95%
• they receive useful feedback about their work at their school (S2071)	96%	93%	85%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	90%	88%
• students are encouraged to do their best at their school (S2072)	100%	100%	95%
• students are treated fairly at their school (S2073)	100%	100%	97%
• student behaviour is well managed at their school (S2074)	100%	100%	82%
• staff are well supported at their school (S2075)	100%	98%	85%
• their school takes staff opinions seriously (S2076)	100%	100%	82%
• their school looks for ways to improve (S2077)	100%	100%	92%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	92%

* 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

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/group celebrations and culminating activities
- The school website and Facebook site
- Digital updates - Class and whole school
- Neighbourhood Network meetings
- Parent information sessions
- Email and online platform access to teachers
- Cluster school competitions and events
- Working with teachers and Student Support Team members to develop, support and review Personalised Learning Plans and Individual Curriculum Plans across a range of abilities

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



Respectful relationships education programs

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 and supporting teachers and teacher aide programs
- 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
- Inclusive Events
- Wesley Mission 'Fun Friends' program

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	10	39	52
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	252,263	272,624	281,652
Water (kL)	3,548	3,391	2,651

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](http://www.myschool.edu.au) website at.

How to access our income details

1. Click on the *My School* link [http://www.myschool.edu.au/](http://www.myschool.edu.au).
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Below the search bar are three dropdown menus for filtering results: "School sector", "School type", and "State".

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

The screenshot shows a button labeled "View School Profile" with a red border.

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

The screenshot shows a navigation menu with the following items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a red background.

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	63	43	0
Full-time equivalents	58	24	0

*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	
Masters	6
Graduate Diploma etc.*	7
Bachelor degree	36
Diploma	1
Certificate	1

*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 \$43308.20.

The major professional development initiatives are as follows:

- Coaching and mentoring for staff aligned to school priority areas of reading and spelling
- Principal networks including Independent Public Schools Alliance and Principals' Association (QASSP)
- Deputy Principals' networking and training events
- Business Manager networking and training events
- Positive Behaviour for Learning professional learning programs
- High performance teams training
- HQ assessments
- Middle Leadership program for aspiring leaders
- MAPA training for Student Services staff
- First aid training for designated support staff
- Targeted reading training
- Abecedarian training
- iEducate PD
- Age Appropriate Pedagogy induction for new staff
- Coaching and conversation for change

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



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%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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 Primary schools was 92%.

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	94%	93%	93%
Attendance rate for Indigenous** students at this school	92%	91%	87%

* 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
Prep	94%	94%	93%
Year 1	94%	94%	93%
Year 2	94%	93%	93%
Year 3	94%	94%	93%
Year 4	94%	92%	93%
Year 5	95%	93%	93%
Year 6	94%	93%	93%

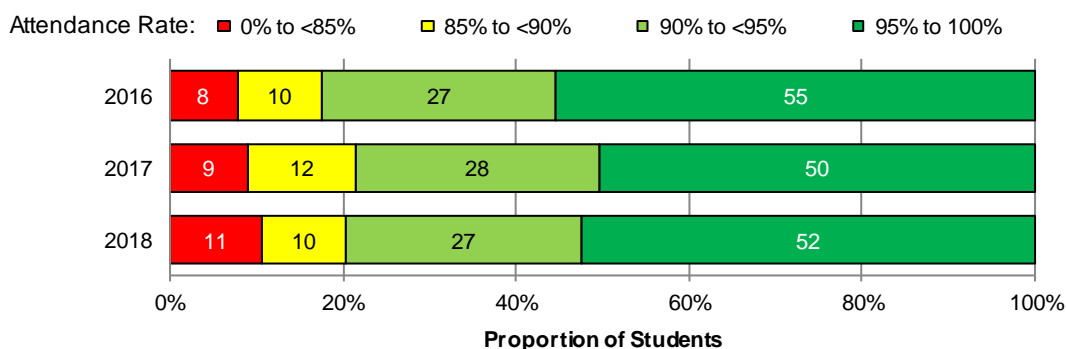
Notes:

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



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.

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 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.



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.

