

# Highlands School

## Annual Report



2018



5576

## Introduction

The Annual Report for **2018** is provided to the community of Highlands School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

James Opie

Principal

## School contact details

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## School background

### School vision statement

Highlands School is committed to working in collaboration with key stakeholders to optimise the delivery of quality educational programs. Our school provides a rigorous curriculum through the provision of challenging, relevant learning experiences, adjusted to address our student's diverse learning needs.

### School context

Highlands School is a School for Specific Purposes (SSP) located in Mittagong on the Southern Highlands. The school has an enrolment of 42 students from Years 5–12 that exhibit challenging behaviours, emotional disturbance and/or Autism Spectrum Disorders(ASD).

The school consists of two campuses consisting of 3 classes. The Northern Campus caters for Behaviour Disordered (BD) students and the Southern Campus consisting of 3 Multi–categorical classes for students diagnosed with disabilities and mental health disorders.

Highlands School's alternative educational approach has a sustained focus on wellbeing, a balanced academic and functional curriculum and Individual Learning Plans for all students.

Although many students attend Highlands on a long term basis some students attend for a short term prior to transitioning to mainstream schools or education and training facilities.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In all three domains Of Learning, Teaching and Leading the school is working towards delivering.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide>

## Strategic Direction 1

Quality teaching, excellence in learning

### Purpose

To build staff capacity to deliver quality teaching and learning adjusted to address every student's needs within a framework of evidence based practice, creating high expectations of student learning and a culture of shared professional practice.

### Overall summary of progress

The school has liaised with School Strategic Services in developing a plan that has teacher observations and feedback on best practice at its core.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every Student will be engaged in a wide range of learning experiences. Student will gather portfolio's of certificates and transcripts of learning to demonstrate what they have learnt and the competencies they have achieved.		Students have put together files with certificates of achievements.
Plan and implement quality teaching and learning practices.		Planning is underway.

### Next Steps

Further development of a culture of observation and improvement through the Quality Teaching Framework.

## Strategic Direction 2

Leading for learning

### Purpose

To establish and maintain quality systems which will promote the creation of a culture of engagement and collaboration to enhance student learning and wellbeing, effective leadership capacity, quality teaching practices and positive staff wellbeing.

### Overall summary of progress

Staff are encouraged to lead teams in relation to student behaviour, collect data and feedback to develop school wide expectations.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in teachers participating in school leadership opportunities		Teams are being established.
All staff participate in professional learning activities and achieve their yearly aspirational professional learning goals.		PDP meetings are held regularly.

### Next Steps

A weekend session was organised so all staff could engage in Professional Learning in lieu of the last two Staff Development Days.

### Strategic Direction 3

#### Supporting Student Wellbeing

#### Purpose

To create and sustain a safe learning environment ensuring connectedness via a whole school approach to support the cognitive, social, physical and spiritual wellbeing of all students. This will provide students, teachers, staff and the wider school community a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

#### Overall summary of progress

Staff have all undertaken Professional Learning as Identified in their PDPs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Using Tell Them From Me Data students will demonstrate improved self regulation  Growth Coaching embedded at a whole school level  Suspension rates and behaviour incidents data  All staff participate in professional learning activities to increase awareness and skills in managing and supporting complex behaviour and student learning needs  Establishment of flexible innovative learning spaces that support student wellbeing.	\$8000	Staff have completed Choice Theory.

#### Next Steps

Staff will redefine school wide expectations and behaviour systems of support to develop a stronger sense of belonging and wellbeing for students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7549	
Socio-economic background	\$60219	
Support for beginning teachers	\$0	

## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	29	36	29	33
Girls	4	4	2	4

There are a number of students who are completing senior studies via Distance Education.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.51
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	8.02
Other Positions	0.2



\*Full Time Equivalent

There are currently no staff that identify as ASTI.

#### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

#### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	1

## Professional learning and teacher accreditation

All staff are accredited as Proficient and all staff undertook Choice Theory Training.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	185,136
<b>Revenue</b>	2,002,189
Appropriation	1,988,842
Sale of Goods and Services	0
Grants and Contributions	10,687
Gain and Loss	0
Other Revenue	0
Investment Income	2,659
<b>Expenses</b>	-1,619,583
Recurrent Expenses	-1,619,583
Employee Related	-1,500,842
Operating Expenses	-118,741
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	382,606
<b>Balance Carried Forward</b>	567,741

The School Rolled over with \$382,606 in school funds.

#### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	464,812
Base Per Capita	15,524
Base Location	1,834
Other Base	447,454
<b>Equity Total</b>	67,768
Equity Aboriginal	7,549
Equity Socio economic	60,219
Equity Language	0
Equity Disability	0
<b>Targeted Total</b>	1,116,875
<b>Other Total</b>	137,584
<b>Grand Total</b>	1,787,039

## Parent/caregiver, student, teacher satisfaction

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Highlands School focuses on building positive relationship with our parents/carers and the community. Regular phone calls, ILP meetings, case conferences and multi-agency support meetings all enhance positive relationships. Parents/carers often express their thankfulness that a school like the Highlands is available.

This year we introduced a Student Council with our senior students. Through regular meetings we were able to introduce new activities, including remote controlled cars, to the school program and make changes to the timetable that students had suggested.

Teachers at Highlands School have a challenging yet rewarding profession. Staff meet morning and afternoon to discuss their students, their goals and whole school objectives.

Over 50% of students who conducted the Tell Them From Me tool reported strong advocacy for the school, high expectations for success and a sense of belonging.

# Policy requirements

## Aboriginal education

In 2017 students were engaged in an Indigenous cooking program conducted by a local indigenous group. Activities included cooking with bush tucker foods and incorporating bush tucker into non-indigenous recipes. Students also participated in an environmental day conducted by the local council, where dreamtime legends and respect for the natural environment were promoted.



## Multicultural and anti-racism education

Highlands School promotes multiculturalism inclusive events and the food technology program. Anti-racism is taught through class based activities and whole school projects. Policies and procedures are updated to reflect current requirements and training is provided to staff to meet our statutory.