Welcome to Whites Hill State College. 2012 was my first year as Principal and I thoroughly enjoy this gem of a school.

Whites Hill State College provides a high quality co-education from Prep through to Year 12. Our College is a proud state school nurturing the development of the individual through all phases of learning.

In 2012, Whites Hill SC undertook a major restructure creating two sub-schooling phases, Primary (P-yr 6) and Secondary (yr 7-12). Each sub-school is serviced by a dedicated Head of school and school precincts. The Secondary school has two phases, Junior Secondary (yr 7-9) and Senior Secondary (yr 10-12). The Junior Secondary phase is characterized by two dedicated core teachers per class, one English & SOSE teacher and one Maths & Science teacher, so that relationships with students are developed and enhanced rigour around subjects is also developed.

It is the mission of the College to offer a caring and supportive approach to individual learning coupled with high expectations in performance and behaviour to provide the educational pathways families are seeking for their young people.

We are united in our pursuit of excellence @ Whites Hill State College in order to engage students in learning whilst achieving at or beyond expectations and instilling confidence in our community... the 'A.C.E.' advantage is our vision.

Our values model the CARES philosophy:

- Cooperation
- Achievement
- Respect
- Enthusiasm
- Safety

Our college motto – ‘Imagine, Believe, Achieve’ embodies the desire to nurture the spirit and life-long learning within each student complimented by instilling the skill and determination to succeed at all that we set our minds to.

"If my mind can conceive it, and my heart can believe it, I know I can achieve it."

Jesse Jackson

Our staff support all students throughout their years at the College. They recognise that every student can achieve academic success. We share the responsibility with families and students for assisting each student in attaining his/her educational goals. In 2010 - 2012 we were recognised as having the highest percentage of students achieving the Queensland Certificate of Education (QCE) for the region. This is recognition of delivering outcomes and pathways for each person who exits the College, an ideal we commit to... providing an education from cradle to employment

The 2012 Whites Hill State College Annual Report provides families and the broader community with a snap-shot of the achievements of the College over the past year, and plans for the future for 2013 and beyond.
School progress towards its goals in 2012

Our ‘A.C.E.’ vision drives all of our activities. In 2012, we focussed on and delivered improvements in…

Achieve ‘at and beyond society expectations’.
We ensure Achievement by…

- **Literacy:**
  - A dedicated, daily, highly-resourced Prep reading program to ensure that each student begins their education with the necessary skills to ensure they can engage in constructive and progressive learning throughout their educational journey.
  - Targeted, data-driven, resourced reading groups catering for student needs including extended students.
  - A common College-wide focus on Literacy developed through each subject.
  - 100% of students exited year 12 with a QCE Literacy tick.

- **Numeracy:**
  - A common College-wide focus on Numeracy developed through each subject.
  - A dedicated ‘Problem-Solving’ strategy developed in all Maths classes.
  - A common lesson structure in Maths that promotes an ‘I do, we do, you do’ approach to move from instruction to individual performance.
  - 100% of students exited year 12 with a QCE Numeracy tick.

- **Student Outcomes:**
  - 100% OF Year 12 students exited with a QCE / VET qualification
  - 93% students received their first choice QTAC tertiary offer.
  - 25% of the Year 12 students completed a Cert III qualifications.
  - An increase of 13% in OP 1-15 performance compared with the past 2 years.

Confidence ‘within our community through our commitment to provide for our students’ future’.
We instil Confidence through…

- **Reporting:**
  - School Opinion Survey data shows significant trends of approval from parents, students and staff over the past year

- **Communication:**
  - We have moved to a new monthly eNewsletter.
  - P-9 core teachers conduct regular email communications with parents.
  - Development of a new WHSC website.

- **Profile:**
  - Significant programs have been developed and financially supported to brand the College in Technology, Science, and Asian Studies with business

Engage ‘students in a love for learning and an accountability for their performance’.
We ensure Engagement by…

- **Curriculum:**
  - A Teaching and Learning Audit conducted in 2012, showed significant improvements in direction, implementation and performance of the College since it’s previous audit in 2010 with many of the criteria moving from a ‘medium’ to ‘high’ rating.

- **Transitions:**
  - A deliberate focus on partnerships with local schools and crèche & kindergartens has developed closer synergy with the community that Whites Hill SC represents and supports.

- **Pedagogy:**
  - The College has undertaken professional development and adopted a common Pedagogical framework based on Dr Robert Marzano’s Art and Science of Teaching.
 Whites Hill State College is “branding” or positioning it’s curriculum to foster programs and outcomes in:

**Technology (IT)** – to suit students wishing to further study in IT or combine IT with other studies

**Science** – to suit students wishing to extend their abilities into professions linked with a scientific background

**Asian Languages combined with Business studies** – to suit students wishing to further their studies in International business and law.

We have set a strategic focus in 2013 to further develop our ‘A.C.E.’ agenda and to ‘Know each Learner’ based on:

- **high expectations & a belief that every student is capable of learning**
- ✓ Every student improves
- ✓ Every student meets (minimum) expected standards and outcomes
- ✓ Every student is extended

1. **An Explicit Improvement Agenda:**
   - Successful Pathways for each student through each transition / stage
   - Individual Goal Setting for each student

2. **Analysis and Discussion of Data:**
   - **Class Data Placemats:** identifying targeted students in each class against College Performance Targets;
   - **College Data Placemat:** analysing subject/ cohort / College performance against Core College Priority Targets

3. **A Culture that Promotes Learning:**
   - 3-way reporting: student to parent with staff members using individual student profiles (based on goal setting performance)

4. **Targeted Use of School Resources:**
   - Teacher Aides trained to assist the focus on improving Literacy & Numeracy
   - Strategic approach to identify actions or activities that:
     - o address underperforming targeted students through support programs; &
     - o cater for and extend high achievers - extension and accelerated programs which compliments classroom practices

5. **An Expert Teaching Team:**
   - Each Teacher being accountable for their student / classroom data and are involved in non-curricular and College leadership activities that improve student and their own personal performance and enhances the A.C.E. agenda
   - Staff engaged in ‘Watching Others Work’ using the College’s pedagogical framework (ASoT) and a focus on staff mentoring and coaching to promote and enhance classroom practices.

6. **Systematic Curriculum Delivery:**
   - Curriculum Plan: consistent review & renewal of the scope & sequence (coverage), as well as assessment & data plan

7. **Differentiated Classroom Learning:**
   - Documented Differentiated Learning plans, based on unit plan and class’ data placemats, and individual student goal setting

8. **Effective Teaching Practices:**
   - **Art & Science of Teaching:**
     - high expectations leading to explicit teaching based on differentiation & feedback
     - Leaders working with teachers on teaching practice, modelling, evaluating & feedback
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2012: Prep - Year 12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>794</td>
<td>396</td>
<td>398</td>
<td>90%</td>
</tr>
<tr>
<td>2011</td>
<td>732</td>
<td>352</td>
<td>380</td>
<td>87%</td>
</tr>
<tr>
<td>2012</td>
<td>699</td>
<td>334</td>
<td>365</td>
<td>89%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

The majority of the student population lives in the local catchment area drawing from Carindale, Carina, Coorparoo, Belmont and Holland Park.

The College also has an Education Queensland International (EQI) Student Program with both short term study abroad and exchange students at the College for six to twelve months and long term overseas students who are studying in Queensland in preparation for university entrance.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>22</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>19</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>14</td>
</tr>
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</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>139</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>11</td>
</tr>
<tr>
<td>Exclusions</td>
<td>2</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>2</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

PRIMARY

In Primary our additional curriculum offerings include Footsteps Dance, a dance program involving students across Prep to Year 6 in term 3, Prep and Year 1 Reading acceleration and consolidation as well as targeted reading from Year 2 to Year 6 to boost reading proficiency, Targeted Writing for talented students and an online accelerated learning program, ‘Unify’, for gifted students. We also boost our mathematics programs with Mathletics and Problem Solving competitions. All students are offered the opportunity to engage in ICAS competitions. In sports, students are involved in interschool sports as well as district and regional representation.

SECONDARY

The Junior Secondary (Years 7, 8 and 9) philosophy at Whites Hill State College recognises the need to foster relationships, rigor and welfare through A.C.E. (Achievement, Confidence, Engagement).

Students transition from one core teacher in Primary to two subject specialist teachers in Junior Secondary who teach their class the core subjects of English and SOSE, or Mathematics and Science. This teaching arrangement is in place to help students move from the relationship model of the Primary phase of learning to the subject specific model of the Senior Secondary phase of learning. Students are gradually transitioned in the Junior Secondary phase of learning from one significant core teacher to a different teacher for each class/subject. The Junior Secondary phase of learning endeavours to provide students with every opportunity to reach their potential and to explore subjects that they may continue to pursue in their senior studies so as to best position them for their future post-schooling pathway.

The Junior Secondary curriculum also endeavours to engage students in identifying their areas of interest and strengths, and applying commitment and dedication to be successful students in these subject areas. This is achieved through the provision of elective subject choices at each year level, taught by specialist teachers in specialist rooms. Elective studies engage students in Information and Communication Technology, Technology and The Arts throughout Years 7 to 9.

Junior Secondary subjects adopt an inquiry learning approach with the embedded strength of higher order thinking. By establishing a culture of success in their subjects, students will have the foundations to be successful, confident students as they approach their senior studies.

In Years 7 to 9, all students will:

- study the core Australian Curriculum studies of:
  - English,
  - Studies of Society and the Environment (History and Geography),
  - Mathematics, and
  - Science.

- study the Queensland Curriculum, Assessment and Reporting Framework (QCAR) of:
  - Languages Other Than English (LOTE) – Chinese or Japanese, and
    
    Note: LOTE is compulsory for Years 7 and 8 only. LOTE is an elective subject in Year 9.
  - Health and Physical Education.

- study an elective each semester from each of these QCAR Key Learning Areas (KLA):
  - Information and Communication Technology (ICT),
  - Technology, and
  - The Arts.

  Note: In Year 7, students will study a different elective each semester in each KLA.
  In Years 8 and 9, students can choose any elective each semester in each KLA.

- participate in:
  - Interschool or recreational sport.

- have the following elements embedded within all of their subjects:
  - Literacy,
  - Numeracy,
  - Higher Order Thinking Skills and Common Curriculum Elements (CCEs), and
  - IT skills.
In Senior Secondary (Years 10, 11 and 12), the College provides a range of high quality academic and vocational studies options in order to provide flexible opportunities for students to exit Year 12 with the Queensland Certificate of Education (QCE) and a pathway to work, an apprenticeship, TAFE or university. All students will be supported by College staff in their education and training pursuits while they are committed to working towards their QCE and pathways by the end of Year 12. Vertical timetabling with multi-aged classes is a feature of senior studies offering versatility and flexibility to student choices and pathways. The College will challenge students at all levels, support them in setting and attaining realistic personal academic goals and remain committed to excellence at all times. Staff will also guide students in selecting and attaining credentials from a variety of pathways and types of learning.

In Year 10, students study a core of English, Mathematics, Science and History according to the Australian Curriculum. Different subjects are offered each semester to enable students to sample various options and thus make more informed choices about their final selection for Years 11 and 12 for the course of study they will choose for their QCE and pathway.

In Years 11 and 12, each student is offered a flexible learning pathway to match their Student Education and Training Plan goal and provide for successful learning outcomes through the study of Authority subjects, Authority-registered subjects, Vocational Education and Training certificates, TAFE studies, first year university subjects, a traineeship or apprenticeship and an individually negotiated option. Through this process students take responsibility for their engagement in learning.

Extra-curricular activities

Whites Hill State College recognises the importance of education the ‘whole child’ and provides an extensive range of extra-curricular activities. Extension programs are offered from Prep through to Year 12. Teachers actively encourage students to involve themselves in school life and to take advantage of the opportunities that are presented to them. The College works in partnership with Education Queensland’s Environmental Education Centres and Universities to enhance the extracurricular offerings in ‘Science beyond the Classroom’.

Science beyond the Classroom extracurricular activities include:

Prep/Year 1: The Bunyaville Easter Bilby Adventure
The program involves:
- an endangered species focus through story thread and drama linking to students’ literacy and numeracy programs
- promoting health, well-being and education for a sustainable future linking to the Australian Curriculum
- helping teachers connect the classroom learning, beyond the classroom, by engaging students in real-life experiences in natural settings

Year 5/6 Camp: Currumbin Valley Farm School
Year 7: Freshwater Studies Program
The program involves:
- a whole day experience where students explore an aquatic environment
- students using data loggers to measure and record information on physical and chemical properties of a waterway (e.g. temperature, turbidity, pH, Dissolved Oxygen)
- the collection of aquatic animals and plants using sampling nets and identification using classification keys and microscopes
- an understanding of the differences within groups and feeding relationships through the classification of collected organisms and the construction of food chains and a food web

Year 7 Leadership Development Program – Tallebudgera Beach Outdoor & Environmental Education Centre
The program involves the development of the individual through:
- learning without fear in a safe environment with informed and supported risk taking
- support and tolerance promoted through teamwork in learning
- individual accountability for and appreciation of the environment
- the support and acceptance of individual and group diversity and difference

Year 9 Extension Program: An eight week partnership program between Whites Hill State College and Toohey Forest Environmental Education Centre conducted in Term 4 2012 involved approximately 20 students, one third of the Year 9 cohort. It has become an annual program. The program incorporates a significant ‘hands on’ approach to student learning, both indoor and outdoor learning experiences and the use of technology (ICT’s) to enhance the educational experience and involves:
- Sustainable Building program that introduces students to the social, economic and environmental considerations for sustainable development. The program enables students to develop an appreciation of the links between resource use, conservation and environmental sustainability and develops higher order thinking process as part of the outcomes.
- Green Energy Lab, a purpose built energy “classroom” which provides a number of activities and investigations,
Our school at a glance

engages students in scientific investigations relating to renewable energy. The Green Energy Lab contains a stand-alone 12 volt electricity system that also powers 240 volt appliances through an inverter installed in the trailer. TV monitors display a variety of energy related information including real time power generation and power consumption - of the energy system. This assists students to learn about their own energy consumption and financial and environmental benefits of reduced energy use.

- EcoCentre and Toohey Forest tour to identify environmental benefits of a range of passive and active sustainable design features (e.g. rammed earth walls, natural ventilation, solar energy generation and water conservation)

Year 10 Extension Program: A partnership program with Moreton Bay Environmental Education Centre involves science students in mangrove appreciation and monitoring, stemming from the MangroveWatch program that has been operating in and around Moreton Bay for the past six months. Term 2 and 3 2013.

The program involves:

- crews on board a vessel using video-cams, GPS and cameras to film and document mangroves in various locations around Moreton Bay – a partnership between the scientific community and the general community
- training and collecting data for scientific analysis which increases the knowledge of participants, awareness within the community and the quality of data available for decision-makers
- enabling our Year 10 students to work with lead scientists in this area
- funding from the Federal Government’s Caring for our Country, OceanWatch Australia, SEQ Catchments and Wildlife Queensland Bayside Branch

Year 11 Extension Program: University of Queensland Heron Island Research Centre: Term 3 August 24 – 28 2013

This field excursion is a learning experience that will provide an enrichment opportunity for students to:

- acquire an advanced level of understanding of knowledge and methodology through the study of a dynamic reef biome by undertaking field research in conjunction with University of Queensland
- enhance higher order thinking skills, problem solving ability and creativity through the topics selected for study
- further develop independent learning skills in planning, organisation, resource utilisation, time management, decision making and self-evaluation by fulfilling their task commitments
- heighten self confidence in decision making skills and ability to communicate results visually as well as verbally, utilising cutting edge technologies
- widen appreciation of environments other than those with which they are familiar, in this the Great Barrier Reef and its value as a world heritage area
- further develop interpersonal skills of appropriate communication, consideration and conflict resolution when working in close contact, for long hours and often in trying physical conditions
- enhance ability to work in groups of various sizes and recognise the interdependence of researchers in collecting, collating and collaborating in the analysis of scientific data
- recognise and accept the discipline required for scientific research and imposed by safety requirements, tides, weather conditions, governmental restrictions on activities and procedures
- value and utilise the access to researchers, technologies, and facilities available and the experience of an authentic learning environment
- value the experience and from it develop enhanced personal vision, and an increased awareness of environmental and social issues impacting globally

Years 10 – 12: Experience Science 2013 at the University of Queensland

Experience Science provides students in years 10-12 the opportunity to discover what studying science is like at UQ and how science is applied in industry and in everyday life. The event is facilitated by experts from UQ and industry through a series of Hands-on, interactive science workshops. Whites Hill State College make this opportunity available for 20 students.

Homework Club

Each week, teachers from across the College support students in their assessments, homework and tasks, providing assistance and tutoring for a range of student levels.

Year 12 High Achievers: Meet each week with high achieving past students who return to the College to volunteer to work on assessment, homework and study tasks with current Year 12 students.

The College has strong links with the South-East Brisbane chamber of Commerce, and the local Lions, Rotary and Quota Clubs, where students are provided with opportunities to meet and interact with leading local people.

There is a strong student Council representing all students across the College. In Term 1, the students organise “Little Day In”, a major College project involving all students as a celebration of Youth Week.
The Interact Club for Senior Secondary students is supported by the Rotary Club of Stones Corner. Students raise funds for charitable organisations.

Social Climate

Whites Hill State College presents a holistic education that caters for all aspects of a child’s life – academic, social, emotional and physical. The social climate at Whites Hill State College is conducive to the provision of a positive learning environment for all students. Students from all phases have distinctive areas for recreation and study; however all students have the opportunity to interact across the College at special meetings and events.

Consistently, since the college was established, the school mean has matched the state mean in relation to the measurement of School Climate for families on the School Opinion Survey around the areas of happiness and fair treatment of child; safety; behaviour and discipline of students.

College CARES philosophy

The College expectations are clearly outlined in the College CARES philosophy. The following behaviours are expected in all College settings, including before and after school, at sport, during outside school activities, at breaks and in the classroom. The College follows the principles of the Responsible Thinking Process. CARES stands for:

1. C for Cooperation
2. A for Achievement
3. R for Respect
4. E for Enthusiasm
5. S for Safety

<table>
<thead>
<tr>
<th>C</th>
<th>A</th>
<th>R</th>
<th>E</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-operation</td>
<td>Achievement</td>
<td>Respect</td>
<td>Enthusiasm</td>
<td>Safety</td>
</tr>
<tr>
<td>1. Attend College all day, every day.</td>
<td>1. Work to best of your ability.</td>
<td>1. Always allow others to learn.</td>
<td>1. Participate to the fullest in all aspects of College life.</td>
<td>1. Know and follow all safety rules.</td>
</tr>
<tr>
<td>2. Be on time.</td>
<td>2. Encourage success in others.</td>
<td>2. Show care for your property and that of others.</td>
<td>2. Make the most of your opportunities.</td>
<td>2. Be aware of the ‘hands off’ rule.</td>
</tr>
<tr>
<td>3. Be prepared for all lessons with correct equipment.</td>
<td>3. Be proud of your achievement.</td>
<td>3. Value your College environment.</td>
<td>3. Never bring unsafe, dangerous or illegal items to the College.</td>
<td>3. Follow all state and federal laws.</td>
</tr>
<tr>
<td>4. Wear appropriate uniform.</td>
<td>4. Complete all set tasks and homework.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Follow all College rules.</td>
<td></td>
<td></td>
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</tbody>
</table>

School Wide Positive Behaviour Support (SWPBS)

Whites Hill State College was registered for the 2013 intake into School-wide Positive Behaviour Support which entitled our school to access SWPBS regional training and a regionally trained external coach to assist with SWPBS implementation fidelity.

As a system of tiered supports, the SWPBS training program delivers modular training at Tiers I, II & III of implementation:

- Tier 1 (Preparation): Building Schoolwide Systems of Support (1 day per term – 4 days)
- Tier 1 (Implementation): Mini-Module Training as required by school (delivered by coach)
- Tier 2: Extending Schoolwide Support to Targeted Students (4 days)
- Tier 3: Individualised Student Support and Functional Assessment (4 days)

These modules delivered annually, provide the Whites Hill State College SWPBS School Leadership team the time to plan and implement the actions discussed through collaboration and sustainable practices.

Key features of SWPBS to ensure sustainability and cultural change include:

- the establishment of a SWPBS Core Leadership team
- regular Leadership Team meeting, day and time planned with our coach
- data collection and analysis to monitor, review and revise the implementation of SWPBS and identify the training needs of the staff including SWPBS tools and One School data
- data submission for regional & state delivery requirements
- attendance at all training
- Principal leadership and participation and staff buy-in
- Coach support
- regular review of contextual fit and implementation

Pastoral Care
All Students at Whites Hill State College are assigned a form teacher. To strengthen this role, care is taken to ensure the form teacher also teaches their form class for at least one subject in Junior Secondary. The form teacher plays a crucial role in monitoring student welfare, attendance, uniform and school performance and are a vital link between school and home.

A year level coordinator oversees welfare issues and support for students who are at risk or in need of access to support services.

Student Leadership
There are leadership roles in each phase – Sub-school Captains, House Captains and Student Council representatives. An active Student Council is led by the elected student leaders. This group of students is representative of all year levels and students choose special projects to work on over the course of the year.

Portfolio Captains are elected and are able to demonstrate their leadership role across the school in a chosen area where they see the need to make an impact.

Sporting Competitions
Whites Hill State College is involved in district sporting competitions which allow students to play in school teams against other surrounding schools in the area. In addition, students are able to compete in school based house carnivals – Swimming, Athletics and Cross Country.

Students are also provided with the opportunity for selection in representative sporting teams across the metropolitan area, with the opportunity to be selected for State teams in the Queensland Secondary Sporting competitions.

Network of Support
An extensive network of support is offered by the school to assist in building success into a students’ schooling. This includes:

- Guidance Officer
- School Chaplains
- School-based Youth Health Nurse
- Youth Support Coordinator
- Learning Support Staff
- English as Second Language Teachers (ESL)
- International Students Support Coordinator
- Aboriginal and Torres Strait Island Support Teacher

How Information and Communication Technologies are used to assist learning
Students engage with computers and I-Pads using Study Ladder, Mathletics, Learning Objects and interactive technology.

Whites Hill State College has a strong focus on Information and Communication Technology (ICT) literacy through embedded learning using computers and technology across all subject areas in everyday learning contexts. ICT is a significant feature in our college’s resourcing and we have invested heavily to support this very necessary learning tool.

The College has exceeded its 1:1 device ratio for students in Years 9-12 with all Year 11 & 12 students having access to take-home laptops together with the availability of computer pod access and wireless connectivity throughout the College. Whites Hill State College has an Integrated Learning Centre which features an auditorium seating over 150, E Library and a multimedia computer lab and green screen room for video production and editing. In 2012 we commenced the installation of state-of-the-art interactive projectors in Primary and Junior secondary classrooms and introduced the professional standard Adobe Master Collection software in secondary computer labs.

ICT is embedded within all subjects as well as offered as stand-alone electives. All Primary school students gain access to a dedicated technology lesson. Junior secondary students all engage in specific ICT subjects in years 7-9 including Robotics, Audio podcasting, Microsoft IT, Animation, Digital video production, Website design and Digital design.
E Learning has become a critical component to teaching and learning and the role of our eLearning Coordinator is central to this. Our eLearning Coordinator works closely with staff, providing assistance for teachers around how to use ICTs day to day in the classroom through professional development sessions as well as individual mentoring. This allowed teachers to get the most out of our new devices as well as engage students more effectively in class.

Parent, student and staff satisfaction with the school

There has been a notable improvement in School Opinion Survey data over the past year as a result of our explicit improvement agenda. Note that where there is an absence of comparable 2011 data, this is due to the introduction of new questions in 2012, as represented below.

<table>
<thead>
<tr>
<th>Performance measure (Nationally agreed items shown*)</th>
<th>2011</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers who agree that:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>their child is getting a good education at school</td>
<td>59.6%</td>
<td>78.8%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>59.6%</td>
<td>79.4%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td></td>
<td>85.3%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td></td>
<td>85.3%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td></td>
<td>79.4%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td></td>
<td>81.8%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td></td>
<td>91.2%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td></td>
<td>73.5%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td></td>
<td>85.3%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td></td>
<td>84.8%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td></td>
<td>90.9%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td></td>
<td>84.4%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td></td>
<td>78.8%</td>
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<tr>
<td>student behaviour is well managed at this school*</td>
<td></td>
<td>72.7%</td>
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<tr>
<td>this school looks for ways to improve*</td>
<td></td>
<td>82.4%</td>
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<tr>
<td>this school is well maintained*</td>
<td></td>
<td>76.5%</td>
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</table>

<table>
<thead>
<tr>
<th>Performance measure (Nationally agreed items shown*)</th>
<th>2011</th>
<th>2012*</th>
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<tbody>
<tr>
<td>Percentage of students who agree that:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>they are getting a good education at school</td>
<td>59.4%</td>
<td>83.3%</td>
</tr>
</tbody>
</table>
Our school at a glance

Involving parents in their child’s education

**PRIMARY**

Parents are welcomed and encouraged to be part of our school programs at Whites Hill Primary. Each term parents join their child’s class for our Open Day activities and participate in learning challenges. We also include parents in our Under Eights Week activities and Learning Expos. Students report to their parents and share their achievements at planned reporting times throughout the year.

**SECONDARY**

Staff will share the responsibility with families and students for assisting each student in attaining his/her educational goals. Strong engagement with families provides WHSC with the opportunity to shape the curriculum, teaching and leadership practices in ways that continue to meet the needs and aspirations of the College community. The College will provide opportunities for students to re-negotiate their program of study based on their pathway needs.

Families are encouraged to contact the Heads of Department, Head of School – Secondary, or Secondary Guidance Officer at any time to discuss welfare or educational issues relevant to their child.

---

**Performance measure (Nationally agreed items shown*)**

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2011</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>49.1%</td>
<td>72.3%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>60.4%</td>
<td>85.5%</td>
</tr>
</tbody>
</table>

---

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

* Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.
Reducing the school’s environmental footprint

Efforts are made to reduce electricity consumption by the use of solar panels on roofs, solar heating for the pool, by turning off lights, fans and air conditioners when leaving the classrooms. Water consumption has improved with the establishment and subsequent repair of corroded and leaking underground water pipes.

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>368,147</td>
<td>4,537</td>
</tr>
<tr>
<td>2010-2011</td>
<td>341,423</td>
<td>9,136</td>
</tr>
<tr>
<td>2011-2012</td>
<td>317,778</td>
<td>4,096</td>
</tr>
</tbody>
</table>
Our school at a glance

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>63</td>
<td>42</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>56.4</td>
<td>28.9</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>2</td>
</tr>
<tr>
<td>Masters</td>
<td>8</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>45</td>
</tr>
<tr>
<td>Diploma</td>
<td>7</td>
</tr>
<tr>
<td>Certificate</td>
<td></td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $11961

The major professional development initiatives are as follows:
Our school at a glance

The Art and Science of Teaching (Marzano Institute),

Literacy and Numeracy

QSA Workshops (curriculum competencies),

Individual conferences and workshops for subject areas

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96%</td>
<td>95.5%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 91.1% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income 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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall attendance rate for the students at this school (shown as a percentage).</td>
<td>88%</td>
<td>91%</td>
<td>91%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary-Secondary Combined schools was 89%.

Student attendance rate for each year level (shown as a percentage)

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>90%</td>
<td>94%</td>
<td>91%</td>
</tr>
<tr>
<td>Year 2</td>
<td>90%</td>
<td>90%</td>
<td>93%</td>
</tr>
<tr>
<td>Year 3</td>
<td>95%</td>
<td>92%</td>
<td>91%</td>
</tr>
<tr>
<td>Year 4</td>
<td>94%</td>
<td>96%</td>
<td>95%</td>
</tr>
<tr>
<td>Year 5</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td>Year 6</td>
<td>92%</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>Year 7</td>
<td>91%</td>
<td>92%</td>
<td>91%</td>
</tr>
<tr>
<td>Year 8</td>
<td>89%</td>
<td>89%</td>
<td>89%</td>
</tr>
<tr>
<td>Year 9</td>
<td>87%</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>Year 10</td>
<td>80%</td>
<td>86%</td>
<td>86%</td>
</tr>
<tr>
<td>Year 11</td>
<td>83%</td>
<td>88%</td>
<td>91%</td>
</tr>
<tr>
<td>Year 12</td>
<td>85%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>19</td>
<td>14</td>
<td>22</td>
<td>45</td>
</tr>
<tr>
<td>2011</td>
<td>19</td>
<td>13</td>
<td>24</td>
<td>43</td>
</tr>
<tr>
<td>2010</td>
<td>26</td>
<td>17</td>
<td>22</td>
<td>34</td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-038: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

- The class / form teacher monitors student absences in their classroom and reminds students to bring notes to explain absences.
- If a student has an unexplained absence, the class/form teacher emails or sends home a letter with the student asking for it to be returned with an explanation of the absence by the parent, if verbal and email prompting has not resulted in an explanation.
- Where there is a pattern of absences or there are three absences in a row the Head of School organises for a letter to be sent to the parent/carer and reinforce requirements of compulsory education and discuss importance of attendance. Further, they will discuss possible reasons for absences and address issues where possible. This contact will be recorded in One School in the contacts section.
- If there is a pattern of absences and no explanation from parents despite letters requesting explanation, the HOS or DP will send letter 2 and record this contact in One School contacts. This letters states concern re the number of absences, explains importance of attendance and the law and asks for contact with the parent.
- If class/form teachers find issues to be complex, they will refer matter to their Head of School, DP and to the Guidance Officer through student services meetings, so a proactive team approach can be commenced. The teacher is the case manager. The Year Coordinator will offer support to the family and then commence the official letter process if no improvement is made.
Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.
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/](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.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Performance of our students

Achievement – Closing the Gap

In 2012 there were 33 indigenous students enrolled at Whites Hill State College. The retention rate of indigenous students remaining at school until Year 12 was 69% compared with the non-indigenous retention rate of 75%.

The attendance rate for indigenous students in 2012 was 90.1%, compared with 90.7% for non-indigenous students. In 2012, 64% of indigenous students achieved an attendance rate of between 90 and 100%, compared with 61% of non-indigenous students.

<table>
<thead>
<tr>
<th>Year 12 student enrolment as a percentage of the Year 10 student cohort.</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>66%</td>
<td>68%</td>
<td>74%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes for our Year 12 cohorts</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>47</td>
<td>62</td>
<td>56</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>26</td>
<td>36</td>
<td>24</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).</td>
<td>9</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).</td>
<td>43</td>
<td>61</td>
<td>54</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework Certificate II or above.</td>
<td>25</td>
<td>44</td>
<td>35</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.</td>
<td>44</td>
<td>61</td>
<td>55</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/IBD eligible students with OP 1-15 or an IBD.</td>
<td>58%</td>
<td>58%</td>
<td>71%</td>
</tr>
<tr>
<td>Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>100%</td>
<td>98%</td>
<td>93%</td>
</tr>
</tbody>
</table>

Overall Position Bands (OP)

As at 2 May 2013. The above values exclude VISA students.
Performance of our students

<table>
<thead>
<tr>
<th>Number of students in each Band for OP 1 to 25.</th>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>3</td>
<td>7</td>
<td>5</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>2011</td>
<td>2</td>
<td>8</td>
<td>11</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>2012</td>
<td>4</td>
<td>9</td>
<td>4</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

<table>
<thead>
<tr>
<th>Number of students awarded certificates under the Australian Qualification Framework (AQF).</th>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>41</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>2011</td>
<td>59</td>
<td>40</td>
<td>8</td>
</tr>
<tr>
<td>2012</td>
<td>50</td>
<td>32</td>
<td>14</td>
</tr>
</tbody>
</table>

As at 2 May 2013. The above values exclude VISA students.

All Year 10 students undertook a Certificate I in Work Education and a Certificate I in Information Technology.
Performance of our students

Post-school destination information

Early leavers information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

It is the responsibility of each Senior Secondary student to successfully meet the effort, attendance and work ethic requirements of their Queensland Certificate of Education commitments. Students are supported by teachers, Heads of Department, the Secondary Guidance Officer and Head of School – Secondary to make successful pathway decisions based on their Student Education and Training Plan goals. In consultation with the student and their family, a targeted support plan for students who achieve less than a "C" grade (or VET equivalent) in any senior subject, is negotiated at the end of a semester. If a student does not achieve the agreed outcomes of the plan, the College may require the student to amend or change subjects or courses.

With the support of their family, early leavers usually move to an educational setting more suited to their study needs or to full-time employment, after extensive guidance and advice.