**Principal's foreword**

**Introduction**

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.

The College consists of two sub-schooling phases, Primary (P-yr 6) and Secondary (yr 7-12). Each subschool 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). 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, complemented by instilling the skill and determination to succeed at all we set our minds to.

Our staff support all students throughout their years at the College. They have high expectations and 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.

The 2014 Whites Hill State College Annual Report provides families and the broader community with a snapshot of the achievements of the College over the past year, and plans for the future for 2015 and beyond.
School progress towards its goals in 2014

Our ‘A.C.E.’ vision drives all of our activities. In 2014, 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.
- Analysis of long and medium term diagnostic data to inform teaching and learning programs.
- A common College-wide focus on Literacy continued within each subject especially developing reading comprehension through the “three-level guide” strategy.
- 100% of students exited year 12 with a QCE Literacy tick.
- “Relative Gain” of 95% of approximately students in NAPLAN results positioned our students “above” like schools

**Numeracy:**
- Analysis of long and medium term diagnostic data to inform teaching and learning programs.
- A common College-wide focus on Numeracy, developed in all Maths classes, continued through each subject especially utilising problem solving through the “problem-solving thinkboard” strategy.
- 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:**
- Refined QCS preparation practices.
- Review of student performance data with ensuing intervention and coaching programs.
- Just under 50% of the year 12 students who weren’t OP eligible completed a Cert III qualifications.
- Vastly improved OP data as evidenced by increase of 13 - 31% in the past 3 years in OP 1-15 performance compared with the prior 10 years.
- Two OP 1 students

**Confidence** ‘within our community through our commitment to provide for our students’ future’.

*We instil Confidence through…*

**Building Community:**
- School Opinion Survey data shows significant trends of approval from parents, students and staff over the past 2 years. A shift in this data has resulted in WHSC meeting the highest indicators in DETE guidelines.
- Continued use of a new monthly eNewsletter.
- P-9 core teachers conduct regular email communications with parents.
- Development of a new WHSC Facebook site and ongoing usage of the WHSC website.
- Adoption of a text messaging service providing attendance and emergent advice to parents.
- Development of student-led 3-way reporting process.

**Profile:**
- Significant programs have been developed and financially supported to brand the College in Technology, Science, and Asian Studies.
- Junior Secondary classes utilise iPads for learning in the classrooms through a BYOD program with over 90% uptake.
- Senior Secondary classes utilise iPads for learning in the classrooms with the initiation of a Year 10 BYOD program and over 85% uptake.
- Primary classroom interactive Whiteboards roll-out completed.
- College billboards positioned on major roads within the community.

**Engage** ‘students in a love for learning and an accountability for their performance’.

*We ensure Engagement by…*

**Relationships:**
- The second year of implementation of the C.A.R.E.S values with the School-Wide Positive Behaviour Support (SWPBS) Program where explicit teaching of expected values and rewards for positive behaviours has realised a decrease in inappropriate behaviours.

**Teaching & Learning:**
- The College has undertaken professional development and adopted a common Pedagogical framework based on Dr Robert Marzano’s *Art and Science of Teaching*. The emphasis has been on explicit Learning intentions (WALT & WILF) and checking for understanding through proficiency scales.
Future outlook

The 2015 Annual Implementation Plan articulates the following priorities and strategies in line with the Whites Hill State College’s Strategic Plan. This is focused on Achievement, Confidence and Engagement and commits to realising the College’s vision.

Priority 1: Achievement Strategies: Literacy and Numeracy
• Utilize data to identify individuals requiring targeted teaching programs.
• Utilize data to establish cohort strengths and weaknesses to inform year level pedagogical practices, practices and foci in core subjects.
• Implement and embed a College- wide reading (active comprehension) framework/toolkit/program.
• Implement and embed a College- wide numeracy framework/toolkit/program.
• Embed the College Literacy and Numeracy Frameworks.

Priority 2 : Achievement Strategies: Student Outcomes
• Form an Academic Committee to shape and support student OP performance.
• Enhance the QCS Test preparation through a bolt on program and through the curriculum (CCEs).
• Develop a Student Mentoring Program.
• Develop Higher Order Thinking Skills and look at how to teach these using evidence based strategies
• Collect data each interval and structure ‘competition and cooperation’ amongst students to shape feedback and goal setting.

Priority 3: Confidence Strategies: Building Community
• Instigate and develop a customer relationship marketing process.
• Develop systems to maintain data on student entry and exit.
• Assign partnership ‘relationship building’ activities to specific staff.
• Engage parents in teams to focus on improving satisfaction and reporting processes.
• Investigate best practice to respond to staff workplace concerns including staff morale.

Priority 4: Confidence Strategies: Profile
• Survey stakeholders for what the College represents and what they are looking for in a College.
• Promote a recognised College Profile in the community.
• Increase profile and collegial work with crèche and kindergarten directors and Primary Principals.
• Continue to promote, market and advertise WHSC successes, activities and point of differences.

Priority 5: Engagement: Teaching and Learning
• Ensure consistent Unit Plans, Assessment Task Sheets and Criteria Sheets supported with allocated time and review checklists.
• Assign time, develop systems and allocate resources for Collegial Engagement.
• Develop procedures for targeted use of school resources including audits, recognition of expertise and appropriate teacher aide training.
• Encourage staff collaboration on professional practice by the establishment of professional learning circles.
• Develop an online booking system for parent –teacher interviews with tracking of responses and commitment to action parent attendance.
• Implement a standardised goal setting system using previous performance.
• Allocate time for annual review of academic data and deep discussions involving recognition of student differences with all relevant parties.
• Develop a standardised approach for OneSchool procedures and instigate professional development modules to ensure best practice.
• Utilise assessment data to shape curriculum and pedagogical practices and ensure content and skill requirements have been explicitly taught and practised.

Priority 6: Engagement: Relationships
• Review, support and implement staff roles to identify and process attendance concerns in an immediate, effective and efficient manner and formalise consistent celebration systems for promoting attendance.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>699</td>
<td>334</td>
<td>365</td>
<td>89%</td>
</tr>
<tr>
<td>2013</td>
<td>639</td>
<td>308</td>
<td>331</td>
<td>90%</td>
</tr>
<tr>
<td>2014</td>
<td>644</td>
<td>296</td>
<td>348</td>
<td>92%</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 Camp Hill, 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>2012</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>20</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>24</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td>22</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>17</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

Note that SDA figures represent those students recommended for an SDA. Recommendations are subject to appeal and may therefore be upheld or set aside.

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
<th>2012</th>
<th>2013</th>
<th>2014*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>76</td>
<td>66</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>11</td>
<td>12</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Exclusions*</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

* Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.
Curriculum offerings

Our distinctive curriculum offerings

PRIMARY
Distinctive curriculum offerings in primary that provide children with extension and diversity include our iPad programs running from Pre-prep through to Year 6. Extension classes are provided online programs such as Mathletics, Accelerated Reader and RAZ Kids. These classes operate in the afternoons as an extension to the classroom reading and mathematics programs. Our Prep reading army is also a distinctive primary program which has gained enormous reading success in our early years and is quite unique to the value to children's learning. Mandarin is taught from Prep through to Year 6 in primary and continues into Secondary and has enhanced our connections with the International program.

SECONDARY
The Junior Secondary philosophy at Whites Hill State College recognises the need to foster relationships, rigor and welfare through A-C-E.

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 History/Geography, 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 National Curriculum subjects (all year) of:
  English, History and Geography (with one core teacher), and
  Mathematics and Science (with second core teacher).
• study the Queensland Curriculum subjects (all year) of:
  Languages Other Than English (LOTE) – Chinese or Japanese, and
  LOTE is compulsory for Years 7 and 8 students. It is an elective in Year 9.
  Health and Physical Education.
• study a specialist subject of their own choice (each semester) from each of:
  Information and Communication Technology (ICT),
  Technology, and
  The Arts.
• participate in:
  Interschool sport or other co-curricular Academies.
• have the following elements embedded within all of their subjects:
  Literacy,
  Numeracy,
  Higher Order Thinking Skills, 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 educating 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 extra-curricular offerings in ‘Science beyond the Classroom’. Examples of extra-curricular offerings include:

Academic Opportunities:
- Variety of international, national, state and local competitions offered to students such as ICAS and the UQ Titration Competition.
- Students are recognised for their academic excellence through the College’ Pegasus Awards’.
- Homework support: 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 regularly with a mentor teacher.

Opportunities Beyond the Classroom including our flagship Science Beyond the Classroom:
- Prep: Easter Bilby Program – Bunyaville Environmental Education Centre
- Year 1: Ekka Garden Competition – RNA showgrounds
- Year 2: Student Development Program – Jacobs Well OEC
- Years 5 & 6: Student Development Program – Currumbin Valley Farm School
- Year 7: Student Development Program – Tallebudgera Beach OEC and Toohey Forest EEC Leadership Development Program and ‘Kids teaching Kids’ with Bulimba SS
- Year 8: Student Development Program – Maroon OEC
- Year 9: Student Development Program Toohey Forest EEC Science and Engineering Challenge – Griffith University and Rotary
- Years 10 & 11: Mangrove Watch Extension Program – Moreton Bay OEC
- Year 11: Heron Island Research Station Extension Program – University of Queensland (UQ)
- Years 10, 11 & 12: Experience Science - University of Queensland
- Ekka Show Camp journalism experience

Cultural Opportunities:
- Junior Secondary debating teams
- College choirs
- Instrumental music program
- Queensland Symphony Orchestra Mentorship Program

Sporting Opportunities:
- School, Interschool, District, Regional and State opportunities
Leadership Opportunities:
- Active Student Council
- Maroon Outdoor Education Centre program supporting the Year 8 Leadership Program
- Year 11 Leadership Program involving the ‘Kokoda Challenge’.
- 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.

How Information and Communication Technologies are used to assist learning
At Whites Hill State College we continually strive to enhance teaching and learning to provide an environment for students that is relevant to their needs in the 21st century. To ensure that students succeed, teachers use a variety of resources and strategies to cater to the variety of student abilities within a class. In recent years, particularly through our 1 to 1 learning program in Secondary and the introduction of an iPad program in Primary, we have found that ICT-enabled teaching and learning allows for more active engagement and connections for students. ICT is a significant feature in our College’s resourcing and we have invested heavily to support this very necessary learning tool including wireless connectivity throughout the College.

PRIMARY
ICTs are embedded throughout each subject area. In Primary classrooms, every classroom has interactive projectors to enhance learning contexts and engage students in a variety of modes of learning. iPads are used extensively throughout Primary with online programs including Accelerated Reader, Reading Eggs, Mathletics, RAZ Kids and various apps supporting learning in a digital environment. Primary students and teachers have access to a dedicated Primary computer lab, a multi-media room and 85 iPads deployed across classrooms. Diagnostic testing for numeracy and literacy is conducted in an online environment to enhance information about each child’s progress.

SECONDARY
The College operates a 1 to 1 learning environment across Secondary with a take home laptop program in Senior Secondary (Years 10 – 12) and a BYO-iPad program in Junior Secondary (Years 7 – 9). Our goal is for students to use iPads as a tool to support key processes in learning - accessing, organising, processing and publishing information, collaboration, creativity and communication - and for teachers to use them as an environment to facilitate deeper engagement in learning and higher-ordering thinking.

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 operate the professional standard Adobe Master Collection software in our Secondary computer labs.

While ICT is embedded within all subjects, all Junior Secondary students engage in specific ICT subjects in Years 7 - 9 including Robotics, Audio Podcasting, Microsoft IT, Animation, Digital Video Production, Website Design and Digital Design.

We have an eLearning committee that works closely with staff. We have established a strong professional learning circle amongst staff including the delivery of weekly professional development sessions together with individual mentoring. This has allowed teachers to get the most out of our new devices as well as engage students more effectively in class.
Social Climate

School Wide Positive Behaviour Support (SWPBS)

Whites Hill State College is a SWPBS School. We follow guidelines to ensure our support services are responsive, needs driven and student data directed. To ensure this the SWPBS team work in conjunction with other support staff. The School has adopted the CARES philosophy when describing/dealing with and teaching about acceptable behaviours.

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
- Identify the training needs of the staff including SWPBS tools and OneSchool data
- data submission for regional & state delivery requirements
- attendance at all training
- Principal leadership and participation and staff buy-in
- regular review of contextual fit and implementation

Pastoral Care at a glance
All students from P – 12 at Whites Hill State College are assigned a form or class 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 college performance and are a vital link between the college and home. A year level coordinator in the Secondary School oversee welfare issues and support for students who are at risk or in need of access to support services.

Parent, student and staff satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>79%</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>79%</td>
<td>95%</td>
<td>92%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>85%</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school* (S2003)</td>
<td>79%</td>
<td>95%</td>
<td>86%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>82%</td>
<td>95%</td>
<td>90%</td>
</tr>
</tbody>
</table>
### Performance measure

**Percentage of parent/caregivers who agree**

<table>
<thead>
<tr>
<th>Percentage of parent/caregivers who agree that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>91%</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>74%</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>85%</td>
<td>95%</td>
<td>90%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>85%</td>
<td>84%</td>
<td>83%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns* (S2009)</td>
<td>91%</td>
<td>95%</td>
<td>98%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning* (S2010)</td>
<td>84%</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously* (S2011)</td>
<td>79%</td>
<td>94%</td>
<td>87%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>73%</td>
<td>75%</td>
<td>82%</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>82%</td>
<td>95%</td>
<td>98%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>76%</td>
<td>100%</td>
<td>92%</td>
</tr>
</tbody>
</table>

### Performance measure

**Percentage of students who agree**

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>83%</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>82%</td>
<td>90%</td>
<td>85%</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>88%</td>
<td>85%</td>
<td>87%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>91%</td>
<td>94%</td>
<td>91%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>98%</td>
<td>97%</td>
<td>96%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>86%</td>
<td>93%</td>
<td>91%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>70%</td>
<td>82%</td>
<td>81%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>64%</td>
<td>84%</td>
<td>78%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously* (S2043)</td>
<td>68%</td>
<td>82%</td>
<td>81%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>56%</td>
<td>65%</td>
<td>70%</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>88%</td>
<td>90%</td>
<td>92%</td>
</tr>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>75%</td>
<td>87%</td>
<td>85%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* (S2047)</td>
<td>84%</td>
<td>88%</td>
<td>86%</td>
</tr>
</tbody>
</table>

### Performance measure

**Percentage of school staff who agree**

<table>
<thead>
<tr>
<th>Percentage of school staff who agree that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>82%</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>84%</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>82%</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>96%</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>90%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>70%</td>
<td>84%</td>
<td></td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>70%</td>
<td>87%</td>
<td></td>
</tr>
</tbody>
</table>
Performance measure

<table>
<thead>
<tr>
<th>Percentage of school staff who agree* that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>74%</td>
<td>84%</td>
<td></td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>88%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>70%</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>78%</td>
<td>81%</td>
<td></td>
</tr>
</tbody>
</table>

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

# ‘Agree’ represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

Involving parents in their child’s education

PRIMARY

In Primary, parents’ involvement in their child’s education is an integral aspect of our College. Each class teacher emails newsletters to parents and keeps parents informed on every aspect of the classroom from homework to special events. Parents are also kept informed through regular Open Day programs, reporting sessions and special events such as Sports Days, Under 8’s Day and Easter Bonnet Parade. Our parents are encouraged to join in and take great delight in doing so. Communication between home and the college is our primary source of building connections between home and school; however our extra-curricular activities and special events also play a large part. We also ensure information is available to parents through Facebook, Website and e-newsletters.

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.

Reducing the school’s environmental footprint

Efforts are made to be more environmentally sustainable in everyday practices to reduce our environmental footprint by turning off lights, fans and air conditioners when leaving classrooms and buildings. We also support teachers to include environmental education in their teaching practice. Solar panels are used on roofs and solar heating for the pool to help reduce electricity consumption. Water consumption has improved considerably due to the repair of corroded and leaking water pipes and also constant vigilance.

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>317,778</td>
<td>4,096</td>
</tr>
<tr>
<td>2012-2013</td>
<td>339,080</td>
<td>3,323</td>
</tr>
<tr>
<td>2013-2014</td>
<td>341,838</td>
<td>1,095</td>
</tr>
</tbody>
</table>

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.
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2014 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>62</td>
<td>39</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>57</td>
<td>29</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>45</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>7</td>
</tr>
<tr>
<td>Masters</td>
<td>8</td>
</tr>
<tr>
<td>Doctorate</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
</tr>
</tbody>
</table>

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $39,496.00.

The major professional development initiatives are as follows:

- QSA
- First Aid
- Flying Start Teacher Program
- Individual Conferences and Workshops for subject areas
- Aus Identities
- Classroom Profiling
- Literacy and Numeracy
- Faces on Data
- School Wide Positive Behaviour Support

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.
Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96%</td>
<td>97%</td>
<td>97%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2014 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.

Search by school name

Search by suburb, town or postcode

Sector

Government

Non-government

Click SEARCH

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 webpage.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry webpage. 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

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The overall attendance rate for the students at this school (shown as a percentage). 91%  90%  92%

The overall attendance rate in 2014 for all Queensland P-10/P-12 schools was 89%.
### Student attendance rate for each year level (shown as a percentage)

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>91%</td>
<td>93%</td>
<td>91%</td>
<td>92%</td>
<td>95%</td>
<td>94%</td>
<td>91%</td>
<td>91%</td>
<td>89%</td>
<td>88%</td>
<td>86%</td>
<td>91%</td>
</tr>
<tr>
<td>2013</td>
<td>91%</td>
<td>94%</td>
<td>94%</td>
<td>92%</td>
<td>90%</td>
<td>94%</td>
<td>93%</td>
<td>89%</td>
<td>89%</td>
<td>88%</td>
<td>87%</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>90%</td>
<td>93%</td>
<td>96%</td>
<td>94%</td>
<td>93%</td>
<td>91%</td>
<td>94%</td>
<td>95%</td>
<td>88%</td>
<td>89%</td>
<td>89%</td>
<td>89%</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.

- **Attendance Rate:**
  - 0% to <85%
  - 85% to <90%
  - 90% to <95%
  - 95% to 100%

#### 2014:
- 16% 0% to <85%
- 10% 85% to <90%
- 23% 90% to <95%
- 51% 95% to 100%

#### 2013:
- 20% 0% to <85%
- 12% 85% to <90%
- 22% 90% to <95%
- 47% 95% to 100%

#### 2012:
- 19% 0% to <85%
- 14% 85% to <90%
- 22% 90% to <95%
- 45% 95% to 100%

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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 OneSchool 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 OneSchool 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.
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 college’s NAPLAN results.

Achievement – Closing the Gap

In 2014 there were 52 indigenous students enrolled at Whites Hill State College. The attendance rate in 2014 for indigenous students was 90.8% compared to 91.7% for non-indigenous students. 64% of indigenous students achieved 90-100% attendance compared to 75% of non-indigenous students.

<table>
<thead>
<tr>
<th>Apparent retention rates Year 10 to Year 12</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 student enrolment as a percentage of the Year 10 student cohort.</td>
<td>74%</td>
<td>80%</td>
<td>67%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes for our Year 12 cohorts</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement</td>
<td>56</td>
<td>59</td>
<td>41</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Individual Achievement.</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP)</td>
<td>24</td>
<td>23</td>
<td>18</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).</td>
<td>17</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).</td>
<td>54</td>
<td>56</td>
<td>39</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework Certificate II or above.</td>
<td>35</td>
<td>49</td>
<td>20</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.</td>
<td>55</td>
<td>58</td>
<td>39</td>
</tr>
</tbody>
</table>
Outcomes for our Year 12 cohorts

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<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>71%</td>
<td>91%</td>
<td>83%</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>98%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>93%</td>
<td>90%</td>
<td>100%</td>
</tr>
</tbody>
</table>

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)

<table>
<thead>
<tr>
<th>Years</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>2012</td>
<td>4</td>
<td>9</td>
<td>4</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>2013</td>
<td>3</td>
<td>7</td>
<td>11</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2014</td>
<td>3</td>
<td>4</td>
<td>8</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

<table>
<thead>
<tr>
<th>Years</th>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>50</td>
<td>32</td>
<td>14</td>
</tr>
<tr>
<td>2013</td>
<td>54</td>
<td>44</td>
<td>27</td>
</tr>
<tr>
<td>2014</td>
<td>37</td>
<td>12</td>
<td>14</td>
</tr>
</tbody>
</table>

As at 19 February 2015. The above values exclude VISA students.

All Year 10 students studied Certificate II in Workplace Practices. They also had the opportunity to choose from Certificate I in Information, Digital Media and Technology or Certificate I in Business. Students in Years 11 and 12 had a wide choice of VET subjects, including:

- Certificate II in Hospitality
- Certificate II in Information, Digital Media and Technology
- Certificate II in Business
- Certificate II in Sport and Recreation
- Certificate III in Fitness
- Certificate III in Early Childhood Education and Care
Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 year 12 cohort) for the college were not available. Information about these post-school destinations of our students will be uploaded to the college’s website in September.

Early school leavers information

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 and through the support of the Secondary Guidance Officer, College Youth Support Coordinator and College Industry Liaison Officer, early leavers are able to move to an educational setting more suited to their study needs or to fulltime employment, after extensive counselling and advice.