



Whites Hill State College

# ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

## Contact Information

Postal address:	PO Box 42 Carina 4152
Phone:	(07) 3900 8333
Fax:	(07) 3900 8300
Email:	principal@whiteshillsc.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Mrs Annette Watts – Office Manager

## School Overview

Whites Hill State College is a proud, innovative and collaborative public school. Whites Hill State College offers a seamless educational program across 13 years of schooling from P-12 that caters for all students from the one family. The College is nestled in the foothills of Whites Hill Reserve and located in the heart of Camp Hill, a south-eastern suburb of Brisbane, which is located eight kilometres from the centre of Brisbane. Whites Hill State College began in 2001.

The College motto is 'Imagine Believe Achieve'

Our vision: We are united in our pursuit of Excellence at Whites Hill State College in order to *Engage* students in learning whilst *Achieving* at or beyond expectations and instilling *Confidence* in our community... "A.C.E. "



We have high expectations of positive behaviour based on authentic relationships and our College CARES values of:

Cooperation;  
Achievement;  
Respect;  
Enthusiasm; and  
Safety



- cooperation
- achievement
- respect
- enthusiasm
- safety

With beautiful manicured grounds and sporting facilities including tennis, basketball and netball courts, 2 large sports ovals, and a 25m pool, Whites Hill State College is able to cater for all students' physical and sporting needs as well as providing tranquil spaces to gather and study. Our College facilities also include a hall for sports and parades, music block, science labs, art classrooms and exhibition areas, construction and engineering learning spaces and hospitality kitchens. The 'Integrated Learning Centre' is home to the E-Learning precinct and is a technology hub that houses the e-Library, lecture auditorium, and makerspace area which includes 3D printers, robotics and virtual-reality technology. The College has a comprehensive information communications technologies network and the College is completely wireless and will be completely air-conditioned within the next three years. Other facilities cater for specialist teaching electives in Business, Drama, Languages, English, Maths, Science and Technology. Primary students access subject specific staff experts and facilities located in the secondary precinct. This includes coding from P-6 and 'science beyond the classroom' learning excursions in each year level.

The College delivers programs to students from Prep to Year 12, in two sub-schools: Primary Prep-Year 6 and Secondary Year 7-Year 12.. The aim of the College is to nurture the development of the individual through all phases of learning. Our mission is to prepare students with the skills to adapt to new learning and employment opportunities for the future. The College has high expectations of students in achievement, engagement and community confidence. Staff are committed to maximising achievement, at or beyond expectations, providing purposeful and engaging learning and quality teaching, maintaining safe surroundings, and fostering care for the individual student. Students are supported by a strong and effective student engagement team that includes Guidance Officers, Chaplain, an Industry Liaison Officer, a Youth Support Coordinator and a School Based Youth Health Nurse. The College provides the Australian Curriculum for students in Primary and Junior Secondary, as well as a wide range of academic (OP) and vocational (VET) subjects for senior students (including School Based Apprenticeships and Traineeships) within a comprehensive curriculum framework.

The College is an accredited Asia Learning Centre and hosts a range of full fee-paying International Student Programs, including an ELICOS High School Preparation Program that is NEAS accredited. The Arts and Asia Learning Centre (AALC) will soon feature a reception area for International students. Students are encouraged to participate in a wide range of extra-curricular and community activities, including: Student Council, Interact Club, leadership programs, Robotics and Makerspace Club, competitions (Maths, Science, University of NSW), charity work, excursions, camps and inter-school and representative sport. The College is known for its strong work within the College and surrounding Primary schools in Innovation, Inquiry-based learning and STEM fields. The College Junior Secondary debating teams have had great success against prominent, high-profile public and private schools. The College has developed strong links with the broader community including: service clubs, local businesses and industry, universities and other educational providers. Instrumental ensembles, College musical and concerts, and International ambassador program

# Principal's Foreword

## Introduction

The 2016 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 2016 and beyond.

**School Progress towards its goals in 2016**

### School Improvement Focus 2016:

***“Decrease variability and increase precision”***

*Improvement priority: Reading*

Strategy: Improve reading comprehension across the College

Actions	What have we achieved?
Devise and roll-out the strategic plan for lifting the performance in students' reading comprehension.	Guiding Plan completed.
Provide professional learning for leaders and staff including classroom support for staff that has a high demonstrated 'transference of training' to practice – through meetings and coaching.	Explicit Classroom expectations and associated PD delivered.
Monitor, track and enhance consistent implementation of expected reading comprehension classroom practices and improved student performance.	Knowledge of extent of each teacher's usage.
Coordinate 'line-of-sight' processes that inform levels of implementation through classroom visits and line management / collegial conversations.	100% Leaders aware of staff implementation, progress, and support needs.
Implementation of the College's collaborative inquiry / action research question targeting the Qld Literacy Continuum specifically on reading comprehension.	Evidenced in unit planning and classroom practices.
Implement an evidenced-based targeted intervention program for students not meeting expected levels / gains eg. multi-lit; quick smart.	Targeted student numbers lifted to expected levels over the year.
Coordinate effective professional development and usage of teacher aides to support intervention program/s.	TAs trained in reading program.

Strategy: Consistently implement literacy blocks including gradual release of responsibility practices in P-6 Reading

Actions	What have we achieved?
Devise and roll-out the strategic plan for consistent implementation of literacy blocks and explicitly expected classroom practices eg. Guided reading.	Guiding Plan completed.
Provide classroom support for staff that has a high demonstrated 'transference of training' to practice – through coaching.	Enhancing pedagogical practices and improvement of targeted student performance.
Monitor, track and enhance consistent implementation of expected classroom practice reading strategies with a focus on demonstrated improved student performance as visible on primary data wall.	All Primary staff are consistently implementing strategies. Progress is mapped against the data wall.
Coordinate effective professional development and usage of teacher aides to support classroom literacy blocks.	TAs trained in reading program.
Establishment of guided reading resource room to support teaching of reading.	Availability of required resources and resource room staffed.

## Improvement priority: Pedagogical Practices

Strategy: Implement consistent expectations in classroom practices

Actions	What have we achieved?
Devise and roll-out the strategic plan for implementing consistent teaching practices including: <ul style="list-style-type: none"> <li>Teaching protocols</li> <li>Learning intentions, success criteria, narrative &amp; pace</li> <li>High expectations and authentic relationships.</li> </ul>	Guiding Plan completed.
Monitor, track and enhance consistent implementation of expected classroom pedagogical practices with a focus on demonstrated improved student performance.	90%+ consistency of Teaching staff implementing consistently when observed in unscheduled walkthroughs.
Coordinate 'line-of-sight' processes that inform levels of implementation through classroom visits and line management / collegial conversations.	100% leaders directly observing staff implementation and providing individual and faculty/sub-school feedback

Strategy: Develop purposeful teaching strategies to lift the performance of targeted students

Actions	What have we achieved?
Implement a case management (triad) structure where collegial conversations and use of high yield strategies leads to improved student performances.	93% of identified students reached the Targets set by the teacher
Provide professional learning for leaders and staff including classroom support for staff that has a high demonstrated 'transference of training' to practice – through meetings and coaching.	

Strategy: Embed coaching practices that support teachers to deliver high yield strategies which delivers improved student outcomes

Actions	What have we achieved?
Develop and document a personalised coaching program that supports and builds collegial conversations, teacher capacity and student outcomes.	90% Teaching staff engage with coaching relationship. Staff feedback overwhelmingly supports coaches and their role. Coaches have targeted, data-informed student knowledge.
Provide advice to coaches and staff regarding areas of individual staff strengths and areas of development from line-of-sight and annual performance review processes to assist in coaching conversations.	
Coordination of release time to enable coaching conversations and observations.	100% Teaching staff received requested release time to engage with coaching relationship and feedback.

## Improvement priority: Staff wellbeing

Strategy: Develop professional development programs and practices to support the staff who support our students

Actions	What have we achieved?
Coordinate a staff committee to support well-being and self-management.	Staff committee developed. Projects planned and implemented.
Provide opportunities for professional and personal development to enhance performance and satisfaction in the workplace	Developing Performance Review processes implemented. Opportunities and PD for staff wellbeing and job efficiencies have been implemented.

**Future Outlook:** Whites Hill State College is moving towards a new 4-year strategic plan starting in 2018 – ‘The Five Trees’. We are ‘growing’ our students’ so they have the skills ready for the challenges beyond schooling. We...



# CLASS OF 2021

## WHITES HILL STATE COLLEGE

innovative solutioneers  
interdependent learners collaborators  
collaborators volunteers international citizens  
aspirational innovative ambitious  
life long learners effective communicators  
networkers aspirational  
young global leaders curious  
entrepreneurial reflective learners  
innovative interdependent learners



# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 12

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	644	296	348	52	92%
<b>2015*</b>	677	314	363	46	93%
<b>2016</b>	749	352	397	57	94%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

The student body consists of a wide variety of different nationalities which includes international students as well as new arrivals to Australia. The majority of our students reside in Camp Hill, Carindale, Carina, Coorparoo and Belmont. The College has a Department of Education and Training International (DETI) Student Program and hosts international students for High School Preparation courses as well. We encourage all members of our student body to Imagine, Believe and Achieve at and beyond school.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	23	21
Year 4 – Year 7	25	26	27
Year 8 – Year 10	22	21	23
Year 11 – Year 12	15	17	17

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

# Curriculum Delivery

## Our Approach to Curriculum Delivery

Whites Hill State College strives to continuously provide an innovative, futures-orientated and inclusive curriculum catering to the needs of all students across our College.

Strong alignment of teaching and learning to both the Australian National Curriculum and the Queensland Curriculum Assessment and Reporting Framework underpins all curriculum offerings at the College. Senior students undertake senior syllabi as providing by the QCAA governing body exclusively, or in combination with, VET qualifications. Individual, year level and faculty planning activities are utilised to ensure curriculum is differentiated to meet the needs of individual students.

It is expected that every student in every classroom at our College is engaged in their learning and challenged to do their best. By having a deep understanding of each student and planning explicit teaching and learning opportunities, we maximise the learning outcomes for individual students. Continuous monitoring, assessment and the provision of effective feedback, helps facilitate a culture of self-reflection.

Our school curriculum programs are planned collaboratively by teachers to focus on:

- an alignment between intended curriculum, pedagogy and assessment
- higher order thinking
- high expectations for all students
- standards that are clear and accessible to all
- provision of feedback to students and parents.

### Whole of College

P-12 focus on the areas of Literacy and Numeracy.

STEM program and excursions.

Innovation and Inquiry-based learning.

### Primary Programs

We have:

a Primary Leaders program.

Coverage of the major key learning areas including, English, Maths, Science, History, Geography, The Arts, Technology, Health and Physical Education and Languages.

The Health and Physical education program encourages all students to participate in activities such as swimming (in our college pool), cross country and athletics as well as a variety of sports.

A Literacy focus including Guided reading groups for all year levels from Prep - Year 6.

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 of 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.

A Music program that encompasses specialist music lessons, classroom lessons and beginner's bands and choirs.

Online learning and this is enhanced by interactive whiteboards in all classrooms.

Extended learning opportunities through the use of Mathletics online, Reading A-Z, Accelerated Reader Program and Study Ladder.

Curriculum delivery is enhanced by support staff including Special Education Teacher, teacher aide support and Advisory Visiting Teachers.

### Junior Secondary Programs

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

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.
- 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.

### Senior Secondary Programs

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.

### Co-curricular Activities

Activities outside the normal school routine are seen as being of much value in assisting the development of student's curiosity and creativity. Throughout 2016, students were given numerous opportunities to participate in a diverse range of activities designed to further stimulate critical thinking and innovation.

Whites Hill State College boasts an extensive co-curricular program. In 2016, students and staff participated in both interschool and external competitions. Co-curricular activities spanned the entire curriculum with activities that focused on broadening our students' interests, skills and opportunities for success.

**Student Leadership** - Whites Hill State College has a strong and vibrant school leadership structure at each juncture of the College. The College is represented by College Captains, Junior Secondary Captains and Primary Captains. Each sporting house is represented by two House Captains and a wide range of student leaders represent on the student council. The College also has an Interact Club supported by the Rotary Club.

**Sport** – Whites Hill is part of the Lytton (Primary) and South (Secondary) District Sports zones. Through District Sport, students participate in interschool competitions and teams representing at district trials. We are proud to have students that have represented at a district and regional level.

**The Arts** – The College presented "Peter Pan – The Musical" with students from across the college performing for the community. Whites Hill also offers a robust Instrumental Program, including a strings program beginning in Year 3. Students in Primary and Secondary make up Junior and Senior choir and feature on student assemblies.

**STEM** – Whites Hill State College offers its students a wide variety of opportunities to engage in STEM outside of the classroom. Lunchtime clubs in the MakerSpace Room encourage students to explore in the areas of 3D Printing, Coding, Robotics and Stop-Go LEGO movies. Alliances with the Moreton Bay Outdoor Education Centre, Toohey Forest Outdoor Education Centre, Griffith University, the University of Queensland, and the Bulimba Creek Catchment Committee provide students access to hands in experiences in the local environment.

**Competitions and activities** – The College fostered successful student participation in the National Titration Competition, Regional Debating; the Eastern Alliance STEM program, the Cyberia incursion, Allied Health Careers Program, White Hill's Got Talent competition, International Men's and Women's Day, Camp Hill ANZAC Day Parade and Ceremony, Harmony Day Celebration and the Year 5, 6, 7 and 8 Camps.

### How Information and Communication Technologies are used to Assist Learning

At Whites Hill State College we continually strive to enhance teaching and learning by providing an environment for students that is relevant to them as 21st century learners. Teachers use a variety of strategies that incorporate ICTs in order to further student engagement and achievement in all learning areas. We have a 1 to 1 learning program in Secondary and an iPad program in Primary which allows students to connect and collaborate with each other and the wider community. ICT is a significant feature of our College's resourcing and we have invested heavily to support this very necessary learning tool including wireless connectivity throughout the College.

#### Primary

There is a major focus on online learning and this is enhanced by interactive whiteboards in all classrooms. Students are provided with extended learning opportunities through the use of Mathletics online, Reading A-Z online, Accelerated Reader program and Study ladder.

Students have access to a range of devices including desktop computers, a bank of iPad devices and robotics (Bee-bots and Ozobots) to use in and out of the classroom to enhance learning and creating. Primary students are able to utilise digital technology resources located in Secondary including MakerSpace to encourage creativity, innovation and imagination.



## 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 devices as a tool to support key processes in learning – accessing, organizing, 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 order thinking. A 'flipped classroom' approach which requires students to access information from their teacher on the internet at home, and then use their iPads for collaboration and extension in class, operates for one class in Year 7 and Year 8.

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. The ILC also houses the school's 'MakerSpace', which contains virtual reality software and headsets, 3D printers, Arduino programming boards, drone technology, Ozobots and Lego robotics.

The Follow-me printing solution across the college enables all printing to be logged and charged to the user using Papercut software. Students and staff can release their print jobs at photocopiers located around the school with their student/staff swipe card.

## Social Climate

### Overview

The student body consists of a wide variety of different nationalities which includes international students as well as new arrivals to Australia. The majority of our students reside in Camp Hill, Carindale, Carina, Coorparoo and Belmont. The College has an Education Queensland International (EQI) Student Program and hosts international students for High School Preparation courses as well. We encourage all members of our student body to imagine, Believe and Achieve at and beyond school.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	94%	100%	92%
this is a good school (S2035)	92%	96%	92%
their child likes being at this school* (S2001)	96%	93%	94%
their child feels safe at this school* (S2002)	94%	89%	92%
their child's learning needs are being met at this school* (S2003)	86%	93%	89%
their child is making good progress at this school* (S2004)	90%	96%	94%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	89%	94%
teachers at this school motivate their child to learn* (S2007)	90%	96%	92%
teachers at this school treat students fairly* (S2008)	83%	96%	86%
they can talk to their child's teachers about their concerns* (S2009)	98%	93%	97%
this school works with them to support their child's learning* (S2010)	96%	96%	92%
this school takes parents' opinions seriously* (S2011)	87%	96%	79%
student behaviour is well managed at this school* (S2012)	82%	89%	82%
this school looks for ways to improve* (S2013)	98%	100%	91%
this school is well maintained* (S2014)	92%	89%	80%

## Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	95%	88%
they like being at their school* (S2036)	85%	90%	86%
they feel safe at their school* (S2037)	87%	88%	89%
their teachers motivate them to learn* (S2038)	91%	94%	92%
their teachers expect them to do their best* (S2039)	96%	98%	96%
their teachers provide them with useful feedback about their school work* (S2040)	91%	91%	88%
teachers treat students fairly at their school* (S2041)	81%	74%	80%
they can talk to their teachers about their concerns* (S2042)	78%	81%	75%
their school takes students' opinions seriously* (S2043)	81%	72%	71%
student behaviour is well managed at their school* (S2044)	70%	67%	70%
their school looks for ways to improve* (S2045)	92%	88%	89%
their school is well maintained* (S2046)	85%	81%	83%
their school gives them opportunities to do interesting things* (S2047)	86%	86%	82%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	89%	91%
they feel that their school is a safe place in which to work (S2070)	95%	95%	93%
they receive useful feedback about their work at their school (S2071)	86%	78%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	74%	88%
students are encouraged to do their best at their school (S2072)	98%	97%	88%
students are treated fairly at their school (S2073)	97%	100%	93%
student behaviour is well managed at their school (S2074)	84%	84%	74%
staff are well supported at their school (S2075)	87%	70%	79%
their school takes staff opinions seriously (S2076)	84%	74%	71%
their school looks for ways to improve (S2077)	94%	94%	88%
their school is well maintained (S2078)	89%	78%	81%
their school gives them opportunities to do interesting things (S2079)	81%	69%	81%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

Whites Hill State College values parents as key partners in their child's education and provides frequent opportunities for parents to engage with the school. The school has a very active Parents and Citizen's Association that has a significant input into the school's decision making processes. The P&C is supportive of the school's strategic plans and has made considerable impact on improving the learning environment through their roll out plan for air conditioning classrooms. Parents are also involved in their students' education through College newsletters, social media updates and a convenient SMS system. Teacher and parents meet formally twice a year for face to face reporting and parent information evenings are offered for students transitioning to the College. The staff are pro-active in contacting parents both via phone and email where there are concerns with students' progress, attendance and behaviour.

Parents are invited to attend the CARES celebration parade each term and these parades are well attended by other members of our local community including local school Principals and Local and State members. In 2016, the College introduced monthly Enrolment Tours to offer families the opportunity to meet the leadership team and take a walking tour of the College to see our Pedagogical Framework in action. These tours have proven successful in promoting the College and all that we offer for our community.

The College has established effective processes for consulting and communicating with parents at the beginning of each semester to review Individual Curriculum plans and Health Management Plans for students with diverse needs. Special Education teachers collaborate with advisory visiting teachers, EQ Health nurses, physiotherapists and occupational therapists where appropriate when case managing students with diverse needs. Parents are invited to attend face to face case meetings with Special Education teachers and key stakeholders.

## Respectful relationships programs

As a Positive Behaviour for learning school, our CARES philosophy reinforces a focus on personal safety and awareness. For students in years 7 – 12 there is further opportunity to engage in a program of personal development throughout term 3 and 4. The programs are focused upon health topics pertinent for each phase of adolescence such as identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence. These units in have a strong focus on teaching Respectful Relationships to students' year in 7-10.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. With the assistance of external organizations, the College's students have participated in the Respectful Relationships Program, Love Bites, Sticks and Stones, WIRED and The Hurting Game.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	66	58	98
Long Suspensions – 6 to 20 days	0	4	7
Exclusions	5	0	5
Cancellations of Enrolment	4	1	1

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

Monitoring of the school's consumption of energy is carried out by the School's Business Services manager. Efforts are continually made to reduce electricity consumption by the use of solar panels on roofs, solar heating for the pool, and by educating staff and students to turn off the lights, fans and air conditioners when leaving the classrooms and buildings. Students and staff are aware of the impact of their behaviours on this important issue.

The increase in the use of electricity and water can be attributed to the increased school population and also through the gradual installation of air conditioning into the classrooms. When replacing appliances, we install water efficient appliances and regularly check for leaks and fix immediately. Irrigation of the school oval is conducted on an "as needs" basis and additional oval maintenance such as Aeration is routinely carried out.

At Whites Hill State College we identify and implement water saving ideas regularly keeping up with environmental changes.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	341,838	1,095
2014-2015	347,241	563
2015-2016	350,815	1150

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

Sector:  
 Government  
 Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

The data contained in this table is based on the establishment cube used for workforce turnover which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

In order for staff to be counted as 'Indigenous staff,' employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	77	51	0
Full-time Equivalent	70	34.20	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	11
Graduate Diploma etc.**	22
Bachelor degree	40
Diploma	3
Certificate	

\*Teaching staff includes School Leaders

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

### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$354 409.00.

The major professional development initiatives are as follows:

- Beginning Teachers Mentoring
- Reading Hub,
- Coaching Sessions
- Pedagogical Enhancement
- School Wide Positive
- Curiosity &\* Powerful Learning
- Certificate TAE's/ Vocational
- QSA/QCAA
- Essential skills in classroom management
- Curriculum leaders
- Lyn Sharratt,
- Oneschool Training, M
- Macqlit
- ILearn
- Stem W/shops including 3D printing.
- First Aid

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	90%	89%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

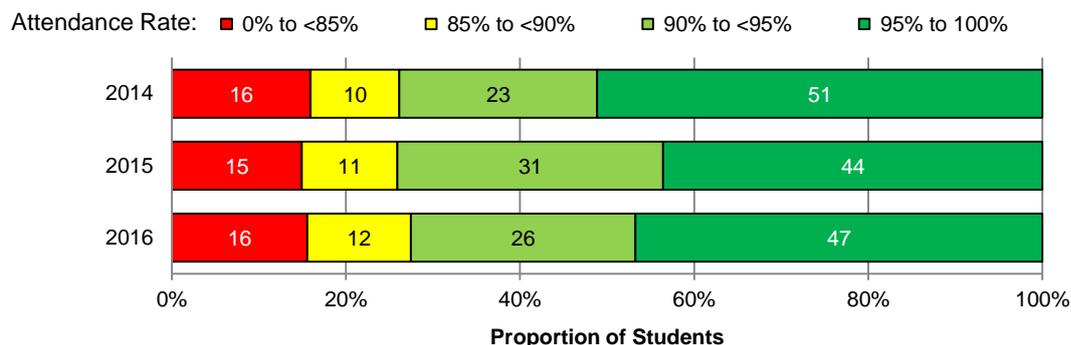
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	90%	93%	96%	94%	93%	91%	94%	95%	88%	89%	89%	89%
2015	91%	93%	91%	92%	94%	94%	92%	93%	92%	92%	91%	90%	93%
2016	91%	91%	94%	93%	92%	91%	92%	93%	92%	92%	94%	90%	89%

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range:



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

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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 requests an explanation for absence as verified by parents or caregivers through written form (including email) or text message.

Where there is a pattern of absences or there are multiple absences in a row the Deputy Principal organises for a letter to be sent to the parent/carer and reinforce requirements of compulsory education and discuss importance of attendance. 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 further communications and record this in contacts in OneSchool. 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. A range of supports may be put in place for students with attendance variations dependent upon the circumstances.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

### Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	41	52	60
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	0
Number of students receiving an Overall Position (OP)	18	19	29
Percentage of Indigenous students receiving an Overall Position (OP)		0%	67%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	11	13	4
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	39	50	55
Number of students awarded an Australian Qualification Framework Certificate II or above.	20	40	53
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	39	52	60
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		100%	100%

## OUTCOMES FOR OUR YEAR 12 COHORTS

Description	2014	2015	2016
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	83%	79%	62%
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.	98%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	96%	97%

As at 3rd February 2017. The above values exclude VISA students.

## OVERALL POSITION BANDS (OP)

Years	Number of students in each band for OP 1 - 25				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	3	4	8	3	0
2015	2	5	8	3	1
2016	3	6	9	9	2

As at 3rd February 2017. The above values exclude VISA students.

## VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)

Years	Number of students awarded certificates under the Australian Qualification Framework (AQF)		
	Certificate I	Certificate II	Certificate III or above
2014	37	12	14
2015	46	33	25
2016	42	53	12

As at 3rd February 2017. The above values exclude VISA students.

Students at Whites Hill State College completed courses such as Certificate IV in Justice, Certificate III in Fitness, Certificate II in Business, Certificate II in Information, Digital Media and Technology, Certificate II in Workplace Practices, Certificate II in Sport and Recreation, Certificate II in Hospitality and Certificate II in Tourism.

We present a range of VET courses which:

- Respond to industry, community and employment opportunities
- Ensure equity in the offerings
- Provide opportunities to work towards a nationally recognised qualification and articulation to further education
- Provide students with the opportunity to participate in programs and activities which foster and develop enterprise skills.

## Apparent Retention Rate – Year 10 to Year 12

### APPARENT RETENTION RATES\* YEAR 10 TO YEAR 12

Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	67%	80%	93%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	200%	100%	75%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.whiteshillsc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

### Early leavers information

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

For those students requiring an alternative pathway, the College works to support families decide on the most appropriate option. This usually includes connecting families with support such as the Regional Pathways Officer, TAFE or Headspace. Reasons for students exiting Whites Hill early include moving house, employment or transition to another education facility.

## Conclusion

As our college nears the end of a 4 year strategic cycle, we look to enhance our strengths as a school and continuously work towards catering towards our 21<sup>st</sup> century learners. We acknowledge that there is a strong need for our learners to become innovative solution finders and collaborators with a set of global communication tools. As we strive towards college enhancement and our 2018 -2021 school strategy we commit to:

- Innovative teaching to inspire confident, creative and curious learners
- Create solution-focused learners for a rapidly changing world
- Strengthen our community through collaborative networking and productive partnerships
- Being a prep to year 12 college dedicated to personal and holistic educational pathways
- Developing students with the skills to participate and communicate as global citizens