Whites Hill State College

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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School overview

Whites Hill State College is an Education Queensland facility, located eight kilometres from the centre of Brisbane at Camp Hill, a south-eastern suburb of Brisbane. The College delivers programs to students from Prep to Year 12, in three sub-schools: Junior Prep-Year 5, Middle Year 6-Year 8 and Senior Year 10-Year 12.

The College vision is 'Imagine Believe Achieve'. The aim of the College is to nurture the development of the individual through all phases of learning. Our mission is to prepare students as future global citizens through Leadership and Enterprise. The College has high expectations in performance, behaviour and personal presentation. Staff are committed to maximising achievement, providing purposeful learning and quality teaching, maintaining safe surroundings and fostering care for the individual student. Students are supported by a strong and effective student services team that includes a Guidance Officer, chaplains, an Industry Liaison Officer, and a School Based Youth Health Nurse.

The College offers a balanced curriculum for students in the Junior and Middle Schools, as well as a wide range of academic and vocational 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 International Student Programs, including an ELICOS High School Preparation Program that is NEAS accredited. Students are encouraged to participate in a wide range of extra-curricular and community activities, including: Student Council, Interact Club, leadership programs, Robotics Club, National Book Week, competitions (Maths, Science, University of NSW), charity work, excursions, camps and inter-school and representative sport. The College has developed strong links with the broader community including: service clubs, local businesses and industry, universities and other educational providers. There is a focus on sustainability and one example is the Junior School Grubby Gardeners program, which is supported by a local business. The first year Griffith University subject, Introduction to Marketing, is delivered on site to Year 12 students.

This year we began revitalising our College learning environments and using our Positive Behaviour for Learning approach – CARES; cooperation, respect, achievement, enthusiasm and safety to colour our physical environment. The College campus has extensive grounds that contribute to a quiet, effective learning environment. College facilities include a hall, Junior playgrounds, a pool, tennis courts, basketball courts, netball courts, three sports ovals, library, music facilities, a comprehensive information communications technologies network, and specialist teaching areas such as Art, Business, Drama, Home Economics, Languages, Manual Arts, Music, Science and Technology. Funding grants to support our new Innovation Centre have been approved and we look forward to its construction in mid 2019.

School progress towards its goals in 2018

Improvement priority: P-12 Reading

Strategy – Learning and Teaching	
Actions	**Targets**
Document and implement P-12 Reading Strategy and targets 2018	Plan developed
Explicit teaching of reading strategies in all classes	NAPLAN Reading 100% above NMS in Years 3 and 5 95% above NMS in Years 7 and 9 U2B % improvements in all Year levels 100% implemented and observation feedback

Strategy – Individual Student Reading Plans	
Actions	**Targets**
IAAMS implemented in Years 4 – 9, student goal setting and progress communicated with parents	100% set a SMART goal 85% achieve their SMART goal
Monitor and track Years P-9 student reading progress on data walls / TrackEd	All students reading age levels improve

Improvement Priority Achievements and Progress

- ✓ P-12 Signature Reading Strategy developed.
- ✓ Explicit teaching of reading 100% observation and feedback with teachers.
- ✓ NAPLAN Reading targets on track for 2019.
- ✓ IAAMS – It's All About Me student goal setting implemented across Years 4-10.
- ✓ Reading Data Walls tracked progress

Strategy – Communities of Practice	
Actions	Targets
Engage teaching staff in reading pedagogy cycles of inquiry P-9 and track student progress utilising diagnostic assessment. Building collaborative expertise	100% of teachers participate in CoP

Improvement priority: Expert Teaching Team

Strategy – Coaching	
Actions	Targets
New and beginning teachers participate in reading pedagogy pd	100%
Pedagogy coaching cycles implemented; peer, mentor, instructional, literacy	100% of teachers engage with coaching

- ✓ 100% of teachers engaged in professional collaboration and cycles of inquiry through Communities of Practice.
- ✓ 100% of new and beginning teachers participated in reading coaching to develop pedagogical practice and improve student reading outcomes.
- ✓ 70% of teachers engaged in pedagogy coaching across P-12. Target of 100% percent continues in 2019.

Strategy – Innovative Teaching	
Actions	Targets
Professional development for teaching staff in project based learning	100% participate
16 teaching staff engage in professional development through project based learning with Education Change Makers	All student progress tracked
Innovation grants awarded to teaching staff engaging in a cycle of inquiry with their students	All student achievement monitored and tracked

Strategy – P-12 Pedagogical Framework	
Actions	Targets
Embed Pedagogical Framework principles; High Expectations and Authentic Relationships, Routines and Practices.	Observed in lessons 100%
Implement learning new skills phase of Pedagogical Framework	100% Teachers engage Formal Observations

- ✓ 100% of teachers engaged in professional development with Education Changemakers during Student Free Days.
- ✓ 16 teachers continued in-depth learning and created project based learning units for students.
- ✓ 12 teachers accessed innovation funds to support creative and critical thinking across the curriculum.
- ✓ Pedagogical Framework principles were observed through peer observation and feedback cycles.
- ✓ Learning new skills implementation continuing in 2019.

Improvement priority: Curriculum Towards 2020

Strategy – P-12 Seamless Curriculum	
Actions	**Targets**
Develop and implement a P-12 Curriculum Plan through a series of curriculum retreats	Completed Plan
Provide professional development for teaching staff to develop deep understanding of ACARA standards of achievement and SATE Syllabus.	SOS: 100% of staff feel confident in their enacting of the Aust Curriculum
Develop a Curriculum implementation timeline to assist in focussing curriculum document and assessment development	Timeline enacted

Strategy – Maximising Student Achievement	
Actions	**Targets**
Develop and implement a P-12 Quality Curriculum and Assessment Framework	95% A-C level of achievement 45% A-B level of achievement
Engage in P-10 ACARA internal and external moderation processes. Teachers engage in trial senior assessment endorsement process	Moderate with at least one other school. College process developed
Data analysis and conversations to monitor and track individual student achievement	100% of teachers involved in data conversations
Engage teaching staff in cycles of inquiry 10-12 and track student progress utilising diagnostic assessment. Building collaborative expertise	100% of teachers participate in CoP

- ✓ 100% of teachers engaged in intentional collaboration in the Australian Curriculum; planning, standards of achievement and four phases of moderation.
- ✓ Curriculum implementation timeline was designed and actioned.
- ✓ 55% of students achieved an A-B level of achievement P-12.
- ✓ 89% of students achieved an A-C level of achievement P-12. An increase of 5%. 95% target continues for 2019.
- ✓ Moderation with Eastern Alliance schools occurred in October.
- ✓ SATE Alliance Network membership and teacher network meetings held.
- ✓ 100% of teachers engaged in data conversations to discuss class and individual student learning progress.

We are extremely proud of our students and staff for their commitment to developing a positive learning culture and for their achievements in 2018. We look forward to celebrating our successes again in 2019 at our Annual Awards Ceremony.

Future outlook

Whites Hill State College is committed to High Expectations and Authentic Relationships in quality teaching, curriculum, service and delivery to cater for each and every student. Our 2019 future outlook focusses on these areas as detailed below.

We are looking forward to commencing the construction of our Innovation Centre to support our problem-based learning pedagogy being implemented across the College from P-12.

Improvement priority: High Expectations in Quality Teaching

Actions	2018 Targets
Embed Pedagogical Framework principles; High Expectations and Authentic Relationships, Routines and Practices, Curiosity and Knowing Our Learners	100% of teachers / t'aides engaged in pedagogy professional learning.
Actions	**Targets**
Develop and implement Professional Learning Plan	All Staff - SOS 100%
Staff Well-being Framework Implemented	SOS 100% staff well-being is a priority
Actions	**Targets**
Teacher Collaboration: Four Phases of Moderation Collaboration Know Our Learners Collaboration	Reliable 95% A-C and 55% A-B LOA data

Improvement priority: High Expectations in Quality Curriculum

Actions	Targets
Develop and implement a P-12 Curriculum, Assessment and Reporting Plan focussed on High Impact Processes.	A-C 95% A-B 55% 85% of staff feel confident in their enacting of SATE Curriculum
Actions	
P-6 Advancing STEM: Science, Maths and Design Curriculum	A-C Maths 95%
Teaching and Learning Enrichment Initiative Years 5-9	SOS Students feel challenged in their learning 10% improvement

Improvement priority: Authentic Relationships for Successful Learners

Actions	Targets
Personalised learning for all students P-12	100% data informed practice 55% A-B LOAs SOS Student – 10% improvement = this is a good school
Consistent implementation of PBL CARES P-12	SOS behaviour is well managed increase 15%

Improvement priority: High Expectations in Quality Service and Delivery

Actions	Targets
One Team College Engagement and Communication; College Business, Facilities and Service Plan	SOS Parent this is a good school

Our school at a glance

School profile

Coeducational or single sex　　Coeducational

Independent public school　　No

Year levels offered in 2018　　Prep Year - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	749	765	768
Girls	352	345	365
Boys	397	420	403
Indigenous	57	54	47
Enrolment continuity (Feb. – Nov.)	94%	91%	92%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	25	22
Year 4 – Year 6	27	26	27
Year 7 – Year 10	23	22	24
Year 11 – Year 12	17	18	16

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Whites Hill State College continuously provides 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.

We have an expectation 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 collaboratively planned 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.

There is a whole of College focus on the literacy area of Reading, STEM programs and excursions, and Innovation and Inquiry-based learning.

In our P-6 Phase of Learning we offer:
- 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 language studies are learnt from Prep through to Year 6 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 opportunities, which are 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.

Our Junior Secondary Phase of Learning (Years 7- 9)

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.

Our Senior Secondary Phase of Learning (Years 10-12)

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 2018, 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 2018, 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 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 "Mulan – 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 P-6, 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.

P-6
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.

Years 7 – 12

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

Our college provides a high quality co-education from Prep through to Year 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 students.

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

We have high expectations of positive behaviour based on authrentic relationships and our College CARES values of: Cooperation; Achievement; Respect; Enthusiasm; and Safety

- cooperation
- achievement
- respect
- enthusiasm
- safety

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. We are committed to positive comunication with our parents and engage within and across our school community.

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, 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.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree[#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	92%	93%	86%
• this is a good school (S2035)	92%	86%	84%
• their child likes being at this school* (S2001)	94%	97%	89%
• their child feels safe at this school* (S2002)	92%	83%	89%
• their child's learning needs are being met at this school* (S2003)	89%	93%	83%
• their child is making good progress at this school* (S2004)	94%	93%	86%
• teachers at this school expect their child to do his or her best* (S2005)	97%	97%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	97%	84%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school motivate their child to learn* (S2007)	92%	90%	83%
• teachers at this school treat students fairly* (S2008)	86%	83%	81%
• they can talk to their child's teachers about their concerns* (S2009)	97%	93%	87%
• this school works with them to support their child's learning* (S2010)	92%	90%	83%
• this school takes parents' opinions seriously* (S2011)	79%	86%	72%
• student behaviour is well managed at this school* (S2012)	82%	55%	62%
• this school looks for ways to improve* (S2013)	91%	93%	86%
• this school is well maintained* (S2014)	80%	90%	89%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	88%	91%	93%
• they like being at their school* (S2036)	86%	81%	88%
• they feel safe at their school* (S2037)	89%	80%	83%
• their teachers motivate them to learn* (S2038)	92%	91%	91%
• their teachers expect them to do their best* (S2039)	96%	95%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	91%	90%
• teachers treat students fairly at their school* (S2041)	80%	74%	74%
• they can talk to their teachers about their concerns* (S2042)	75%	72%	77%
• their school takes students' opinions seriously* (S2043)	71%	66%	77%
• student behaviour is well managed at their school* (S2044)	70%	53%	59%
• their school looks for ways to improve* (S2045)	89%	84%	89%
• their school is well maintained* (S2046)	83%	80%	81%
• their school gives them opportunities to do interesting things* (S2047)	82%	87%	86%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	91%	100%	96%
• they feel that their school is a safe place in which to work (S2070)	93%	100%	96%
• they receive useful feedback about their work at their school (S2071)	81%	86%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	83%	83%
• students are encouraged to do their best at their school (S2072)	88%	100%	97%
• students are treated fairly at their school (S2073)	93%	98%	94%

Percentage of school staff who agree[#] that:	2016	2017	2018
• student behaviour is well managed at their school (S2074)	74%	78%	79%
• staff are well supported at their school (S2075)	79%	86%	93%
• their school takes staff opinions seriously (S2076)	71%	80%	91%
• their school looks for ways to improve (S2077)	88%	96%	100%
• their school is well maintained (S2078)	81%	86%	89%
• their school gives them opportunities to do interesting things (S2079)	81%	90%	97%

* 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. The P&C have 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 for students transitioning to the College. The staff are pro-active in contacting parents via phone and email where there are concerns with students' progress, attendance and behaviour.

Parents are invited to attend our Principal's Excellence Assemblies each term and these parades are well attended by other members of our local community including local school Principals and Local and State members. The College offers tours to families and an Open Day afternoon for the opportunity to meet the leadership team and to see our Pedagogical Framework in action. These tours have proven successful in promoting the College and all that we offer for our community. We also regularly invite our parents to join in learning experiences with their children; Mother's Day, sporting events, Father's Day breakfast, Open Classrooms, Meet the Teacher events and all College activities.

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 education programs

As a Positive Behaviour for learning school, our CARES philosophy reinforces a focus on personal safety and awareness. Our CARES approach to explicitly teaching and creating a safe and supportive environment. As a College, we are committed to Bullying No Way strategies and sensitively dealing with the identification and response to domestic and family violence and abuse, gender equality and developing our students' skills in being able to resolve conflict without violence and being able to react and report when they, or others, are unsafe. For students in Years 7 – 12 there is further opportunity to engage in a program of personal development throughout terms 3 and 4. The programs focus 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 have a strong focus on teaching Respectful Relationships to students in Years 7-10.

The College has developed and implemented programs that focus on appropriate, respectful, equitable 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	98	194	150
Long suspensions – 11 to 20 days	7	6	8
Exclusions	5	8	6
Cancellations of enrolment	1	6	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Monitoring of the school's consumption of energy is carried out by the College'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 through the gradual installation of air conditioning into the classrooms. When replacing appliances, we install water efficient appliances, 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	350,815	93,910	379,645
Water (kL)		2,914	3,154

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

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

View School Profile

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

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	70	46	<5
Full-time equivalents	60	32	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	4
Graduate Diploma etc.*	21
Bachelor degree	38
Diploma	6
Certificate	

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

Professional development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2018 were $138 503.00.

The major professional development initiatives are as follows:

- QCAA SATE online modules
- SATE Alliance Teacher Network meetings
- Australian Curriculum Teacher Collaboration Meetings
- Whole of College Coaching Program
- Beginning Teachers Mentoring
- Reading Hub
- Pedagogical Enhancement
- School Wide Positive Behaviour for Learning
- Curiosity & Powerful Learning
- Certificate TAE's/ Vocational
- QSA/QCAA
- Essential skills in classroom management
- Curriculum leaders
- Conference programs
- Oneschool Training
- Macqlit
- First Aid
- Professional Reading

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	92%	91%
Attendance rate for Indigenous** students at this school	89%	85%	83%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018		Year level	2016	2017	2018
Prep	91%	95%	91%		Year 7	93%	92%	92%
Year 1	91%	92%	91%		Year 8	92%	91%	88%
Year 2	94%	91%	91%		Year 9	92%	90%	89%
Year 3	93%	92%	90%		Year 10	94%	92%	92%
Year 4	92%	93%	92%		Year 11	90%	92%	91%
Year 5	91%	92%	92%		Year 12	89%	89%	95%
Year 6	92%	91%	91%					

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	16	12	26	47
2017	16	12	21	50
2018	18	10	21	51

Proportion of Students
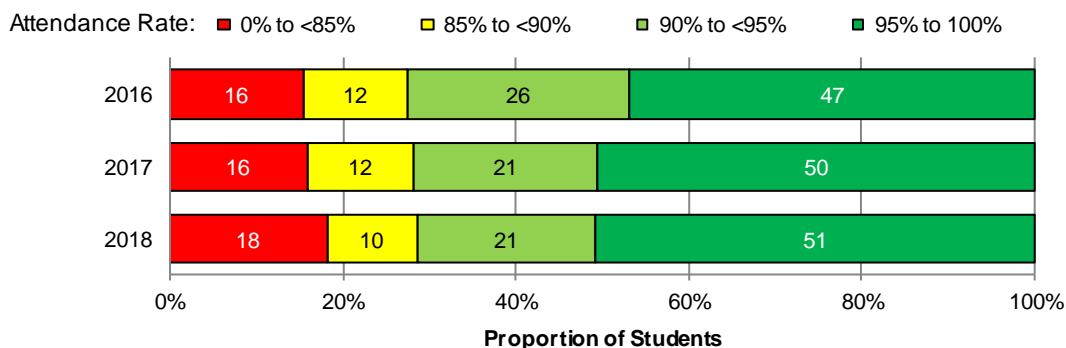
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools,* which outline processes for managing and recording student attendance and absenteeism.

At Whites Hill State College, student attendance and safety is a high priority. We know that students who attend regularly are more likely to be successful and safe at school. Students are required to attend school on every day that it is open, except in exceptional cases. The school must account for every absence of every student and record the reason. It is the parent / guardian's responsibility to ensure that their students (of any age) attend school every day unless there are acceptable reasons for absence. The legal requirements of attendance are set out in Chapters 9 and 10 of Queensland Education (General Provisions) Act 2006.

The school uses ID Attend, which is a computerised attendance system. The students are roll marked every period during the day. Whites Hill State College will promote full school attendance and encourage, through positive recognition on a regular basis, those students with excellent attendance or those who have shown significant improvement.

Parents / care givers receive an SMS message each morning advises of a recorded student absence. Telephone contact and letters are sent to parent/care givers after three consecutive unexplained days absent. These continue at regular intervals. Year Level Coordinators and College Administration Staff also discuss personal circumstances with each family and encourage student attendance at school.

The primary aim of the attendance policy is to enhance student welfare and to this effect the following range of positive strategies should be used in managing a student attendance problem.
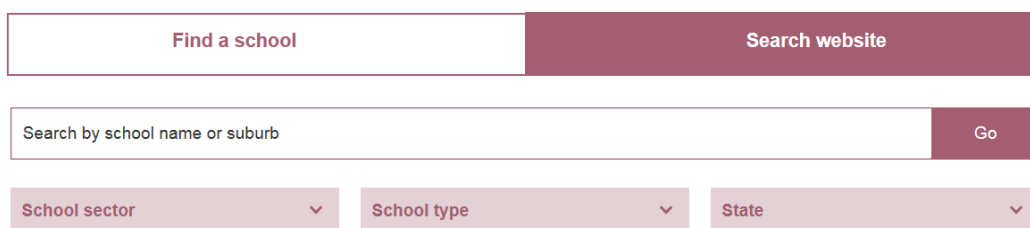
- providing rewards for good or improved attendance;
- referrals to school counsellors should be encouraged;
- use of work experience programs as an incentive to continue attending;
- use of student and teacher mentors;
- effective implementation of harassment policies;
- programs which improve assertiveness skills of students.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	60	49	64
Number of students awarded a QCIA	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	60	49	64
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	29	21	25
Percentage of Indigenous students who received an OP	67%	14%	25%
Number of students awarded one or more VET qualifications (including SAT)	55	49	62
Number of students awarded a VET Certificate II or above	53	49	61
Number of students who were completing/continuing a SAT	4	1	4
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	62%	81%	64%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	97%	100%	95%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	3	3	3
6-10	6	6	7
11-15	9	8	6
16-20	9	3	9
21-25	2	1	0

Note:

The values in table 14:

- are as at 11 February 2019

- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	42	36	47
Certificate II	53	49	61
Certificate III or above	12	7	26

Note:

The values in table 15:

- are as at 11 February 2019

- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	93%	89%	94%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	75%	117%	60%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described

This school works closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment. Early school leavers from Whites Hill State College transitioned to full time apprenticeships. Traineeships and TAFE qualification courses.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students into alternative training pathways, including the Pathways College.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at
http://www.whiteshillsc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx