

Whitfield State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Our school is one of the larger primary schools in the Cairns area and is set on a large site with ovals, beautiful gardens and a tropical rainforest plot. Close to both tropical rainforest tablelands and the Great Barrier Reef, our families and students reside close to some of Australia's most beautiful natural environments.

We are immensely proud of our school's reputation for providing an excellent education in a safe, caring environment.

Our teachers use proven, high-yield teaching practices such as Explicit Instruction and Learning Consolidation to maximise student learning. The school uses the Australian curriculum to deliver structured programs in Mathematics, English, Science, Geography and History, The Arts, Physical Education, Music and Technology. Both Japanese and Chinese languages are also taught in our curriculum.

Our school offers two Programs of Excellence;

The first is a Gifted Education program where high achieving students are accelerated through engagement with a strong academic curriculum.

The second is a sports program where there are opportunities for students to be extended and coached by regional and state coaches and compete at the highest levels.

Our school has modern facilities and is well resourced. International student enrolments and visits by school study groups from overseas add to a rich learning environment. Whitfield State School has a large multicultural student population with students from 38 different countries.

Our school motto, *Each Striving for the Peak*, underpins our belief that every student has the potential to succeed. Our school provides a strong primary education, successfully transitions students to high school and supports all students to become high achievers."

School progress towards its goals in 2018

2018 was another successful year for Whitfield State School. The teaching and learning program is of a very high standard highlighted by the 2018 NAPLAN performance with large improvements in nearly every dimension of Year 3 and Year 5 performance. As in previous years, the school continues to show the trend of high Upper Two Band performance in NAPLAN.

The School Opinion Survey indicates that our students, parents and staff are very satisfied with many aspects of the school including student outcomes, teaching and learning, school climate and staff morale.

In 2018, the school has continued to embed the signature pedagogies of *Explicit Teaching* and *Learning Consolidation*. The priorities for improvement in 2018 were:

- Improving teaching and student achievement for all students.
- Expanding the Excellence Programs in Gifted Education and Sport and Physical Education.
- Refining and embedding data based decision making.
- Embedding planning and accountability systems at all leadership levels.
- Connecting parents and caregivers with their children's learning.
- Implementing the International Student Program.

Significant progress has been achieved in each improvement area. Accordingly, Whitfield State School continues to maintain its reputation within the community as a very high achieving school where students' diverse learning needs are catered for.

Future outlook

With 2018 signifying the review year for our School Strategic Plans, a whole school review and feedback process has been undertaken and new School Strategic Plans developed. The below provide the identified new Strategic Imperatives for the 4 years commencing 2019.

Whitfield State School – Towards 2022

School Strategic Plan Priorities



High Impact Teaching and Learning

- A precision curriculum designed to ensure peak levels of individual improvement
- Evidence based teaching to meet individual needs
- Regular performance checks, goal setting and feedback
- Personalised staff capability development



Diverse opportunities for children to experience and extend their abilities

- A broad program of learning areas that provides foundation skills for all students and enrichment programs for talented students.
- A responsive Gifted Education Program
- 21st Century Learning – A strong focus on ensuring that students are being well prepared for the future of learning and employment.



An enjoyable environment in which to learn

- Parents and families are seen as partners in children's learning
- Children learn how to learn and be successful - 3R program
- A disciplined and safe, supportive environment where high expectations for students and strong nurturing relationships are crucial.
- School-wide communication, staff well-being and organisational effectiveness are a continual focus to ensure the appropriateness and maximum impact of public resources

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	840	843	831
Girls	389	386	371
Boys	451	457	460
Indigenous	181	188	178
Enrolment continuity (Feb. – Nov.)	92%	93%	93%

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

Whitfield State School has a diverse and culturally rich student body with most of our students residing in the Whitfield and surrounding residential suburbs of Cairns. Twelve percent of the school students have cultural backgrounds from either Europe, Papua New Guinea, South East Asia, New Zealand or the Pacifica island nations. Twenty-six percent of our students are from either Aboriginal or Torres Strait Islander cultural backgrounds.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	19	20	21
Year 4 – Year 6	24	25	25
Year 7 – Year 10			
Year 11 – Year 12			

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

All curriculum is derived directly from the learning areas outlined in the National Australian Curriculum. All teachers use the highly regarded Explicit Teaching pedagogy combined with regular, fast-paced learning consolidation sessions to move student learning from short to long-term memory. There is an emphasis on teachers constructing learning experiences to engage students in both creative and higher order thinking. The details of the study areas include:

English
Mathematics
Science
Humanities
Technology
Art
Physical Education

Music
Specialist Dance
Specialist Drama
Specialist Technology
Programs of Excellence –

- Gifted Education Program
- Sport and Physical Education

Languages other than English (i.e. LOTE) -

- Japanese
- Chinese Mandarin

Interschool Sport
Instrumental Music

Co-curricular activities

- Biennial Musical Marvels Cultural Performance Night..
- Choral music program.
- Cairns Junior Eisteddfod.
- Science on the Oval Program in partnership with James Cook University.
- Under 8s Week Activity Day.
- International Study Tour Visits particularly with students from Japan.
- Creative Arts, Science and Writing Programs in collaboration with Trinity Bay State High School.
- Cairns public speaking competitions and spelling competitions.
- Whitfield State School Torres Strait Islands Singing Troupe.
- Whitfield State School Concert Band; String Ensembles; Senior and Junior Choirs.
- Whitfield State School Annual Cross Country and Cairns District Cross Country Championships.
- Cairns District Interschool Primary School's Sports program.
- Rugby League Foundation Cup.
- AFL – Finalist in the Queensland State School Championship school in 2017.
- Annual Readers' Cup .

How information and communication technologies are used to assist learning

At Whitfield State School, a strong emphasis is placed on the use of computers and related electronic technologies to enhance learning. Our teachers are using digital learning technologies to enhance their explicit teaching of the Australian Curriculum.

Interactive whiteboards or data projectors are installed in all classrooms supporting teachers to access the most up-to-date teaching resources and techniques available. Fixed and mobile computer labs are available to support student work at all year levels with all hardware linked to web-based technologies.

Each classroom in the school has full wireless connectivity to the internet. To support the delivery of remediation learning program or adjusted learning program delivery, identified students frequently use IPAD technologies as one of the learning aids.

All teachers are issued with a lap top computer allowing a consistent school-wide use of technology to prepare and deliver the teaching, assessment, pedagogy and student reporting.

ICT professional development for staff has centred on enhancing staff skills in the use of this engaging technology.

Social climate

Overview

Whitfield State School has developed a reputation of providing a safe and secure learning environment catering for the diverse range of all of our students' needs. The school has a full range of specialist staff including Learning Support Teacher, Guidance Officer, Student Welfare Officer, English as a Second Language Teacher, International Student Liaison Officer, Indigenous Student Support Liaison Officer as well as six 'Students with Disability' Teachers.

Additional support staff including speech therapists, psychologists, occupational therapists, physiotherapists are frequently accessed to work on a needs basis with identified students.

The positive social climate in our school is underpinned by the implementation of the school's *Responsible Behaviour Plan*. Units of work in our *Triple R Program* are specifically designed to teach students the desired values of respect, resilience and responsibilities. The school has a positive reward scheme which allows staff to acknowledge and reward students for good behaviour, academic achievement and good citizenship.

Well attended by the parent community, our weekly school assemblies is the theatre for our students to perform as well as receive congratulations and acknowledge for their efforts from the total student body.

The school has a well-developed leadership program with our student leaders heavily involved in running school functions, engaging with school visitors and representing the student body. There is an effective Student Council with student representation across year levels. This Council is the peak student decision making body and allows students to have a voice in school decision-making.

A partnership with the Cairns Police-Citizens Youth Club (i.e. PCYC) allows an on-site *Out of School Hours Care* and *Vacation Care* programs to operate catering for up to 90 students.

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)	98%	97%	92%
• this is a good school (S2035)	98%	98%	95%
• their child likes being at this school* (S2001)	92%	97%	95%
• their child feels safe at this school* (S2002)	98%	95%	95%
• their child's learning needs are being met at this school* (S2003)	96%	92%	91%
• their child is making good progress at this school* (S2004)	92%	94%	89%
• teachers at this school expect their child to do his or her best* (S2005)	98%	97%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	94%	87%
• teachers at this school motivate their child to learn* (S2007)	96%	95%	94%
• teachers at this school treat students fairly* (S2008)	90%	85%	81%
• they can talk to their child's teachers about their concerns* (S2009)	94%	98%	92%
• this school works with them to support their child's learning* (S2010)	92%	95%	88%
• this school takes parents' opinions seriously* (S2011)	91%	86%	86%
• student behaviour is well managed at this school* (S2012)	85%	70%	74%
• this school looks for ways to improve* (S2013)	100%	93%	88%
• this school is well maintained* (S2014)	92%	95%	95%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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* 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)	99%	91%	97%
• they like being at their school* (S2036)	98%	90%	95%
• they feel safe at their school* (S2037)	96%	86%	97%
• their teachers motivate them to learn* (S2038)	100%	94%	97%
• their teachers expect them to do their best* (S2039)	99%	97%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	88%	95%
• teachers treat students fairly at their school* (S2041)	93%	77%	86%
• they can talk to their teachers about their concerns* (S2042)	90%	80%	89%
• their school takes students' opinions seriously* (S2043)	96%	83%	88%
• student behaviour is well managed at their school* (S2044)	84%	64%	75%
• their school looks for ways to improve* (S2045)	98%	92%	95%
• their school is well maintained* (S2046)	95%	82%	97%
• their school gives them opportunities to do interesting things* (S2047)	97%	89%	92%

* 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)	85%	93%	94%
• they feel that their school is a safe place in which to work (S2070)	92%	93%	89%
• they receive useful feedback about their work at their school (S2071)	76%	80%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	89%	82%
• students are encouraged to do their best at their school (S2072)	90%	97%	93%
• students are treated fairly at their school (S2073)	79%	91%	76%
• student behaviour is well managed at their school (S2074)	61%	59%	37%
• staff are well supported at their school (S2075)	66%	76%	72%
• their school takes staff opinions seriously (S2076)	69%	75%	74%
• their school looks for ways to improve (S2077)	82%	85%	90%
• their school is well maintained (S2078)	82%	94%	91%
• their school gives them opportunities to do interesting things (S2079)	72%	77%	80%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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

Parents are encouraged to become involved in their child's education through:

- Participation in parent information sessions conducted by the classroom teacher.
- Parent/teacher conferences to formally discuss student progress held twice per year.
- Volunteering to assist with sport days, working with students in the classroom and working in the tuckshop.
- Attending the weekly school assemblies.
- Attending school functions and special learning activities such as Science on the Oval and student performances at school.
- Participation with music groups and choirs.
- Representation on a range of school reference committees including the Gifted Education Reference Committee, Schoolwide Positive Behaviour Reference Committee, Indigenous Education Reference Committee and the School Safety Reference Group.
- Participation in the Parent Engagement Reference Committee meetings held each term.

The Whitfield P & C Association is a very active and representative group. Their expertise and guidance is a valued component of our school's strategic decision making and evaluation of student learning outcomes. Funds raised by the Association have improved the learning resources available for student use, significantly improved school facilities and grounds as well as providing a platform to foster a close relationship between school staff and the parent body.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The *Triple R Program* is delivered each week to all students from Prep to Year 6 by the teaching staff. This program focuses on explicitly teaching desired behaviours for all students including topics such as bullying, cyber safety, *stranger danger*, respectful conversation and team work.

The Student Services Team also provide individual support on a needs basis for any student and their family who is suffering some hardship.

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	19	75	71
Long suspensions – 11 to 20 days	0	0	2
Exclusions	0	0	1
Cancellations of enrolment	0	0	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

As the school has continued to grow in enrolment number with the resultant expansion of new teaching classroom blocks and other new infrastructure such as the Library Resource Centre, our electricity footprint has continued to grow. Conservation measures such as reducing air conditioner and fan usage in winter months and the replacement of energy inefficient appliances with more efficient ones have been implemented. These measures have had a significant impact on the school's environmental impact as evidenced by the data in the table below.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	299,320	453,625	390,836
Water (kL)	1,939	3,529	5,571

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.

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 '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	66	40	5
Full-time equivalents	60	26	<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	
Masters	4
Graduate Diploma etc.*	
Bachelor degree	59
Diploma	3
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 \$236,113.00.

The major professional development initiatives are as follows:

- Gifted Education training;
- Sensitive and considered conversations;
- Developing explicit teaching and instruction strategies;
- Early Years Education;
- Differentiating the curriculum for individual learning needs;
- ICT integration and eLearning strategies;
- Literacy and Numeracy instruction.

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.	95%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% 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 Primary schools was 92%.

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	93%	94%	92%
Attendance rate for Indigenous** students at this school	89%	89%	88%

* 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

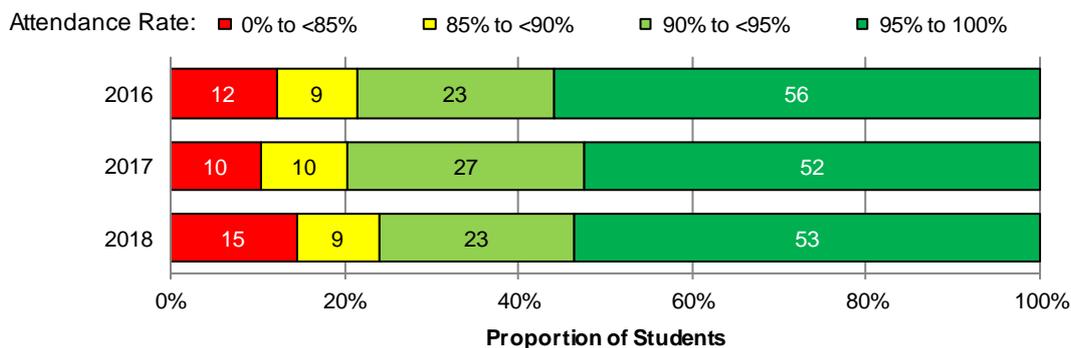
Year level	2016	2017	2018
Prep	92%	95%	92%
Year 1	93%	93%	93%
Year 2	94%	94%	92%
Year 3	94%	94%	94%
Year 4	93%	93%	92%
Year 5	94%	93%	92%
Year 6	94%	93%	92%

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



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.

- Teachers mark rolls at 9.00am and 2.00pm daily. Absence codes outlined in SMS-PR-036 are used.
- Any student who arrives after 9.00am must sign in at Administration, record the reason why they are late.
- Parents are required to contact Whitfield State School via phone, letter or in person and explain any reason for student absence.
- Each day, the School's Attendance Officer will message by text the parents of each non-attending student to confirm the non-attendance and seek a reason for the absence.
- For students with high absenteeism, the flowchart, 'MSA-1: Flowchart - Managing Unexplained Absences' is used to guide the intervention by school staff to solve any issues. Indigenous case-workers are employed to work closely with the families of our Aboriginal or Torres Strait Islander students.
- Failing this, parents are issued with letter 'TCS1 Failure to Attend' and the formal process as outlined in Education Queensland's SMS-PR-017 policy is followed.

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

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.