



Whitfield State School

# 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

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## 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."

## Principal's Foreward

### Introduction

#### School Progress towards its goals in 2016

2016 was another successful year for Whitfield State School. The teaching and learning program is of a very high standard highlighted by the 2016 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 2016, the school has continued to embed the signature pedagogies of *Explicit Teaching* and *Learning Consolidation*. The priorities for improvement in 2016 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

The school improvement priorities for 2017 include:

- Implement the Humanities Australian Curriculum from Prep to Year 6.
- Expand the Technology component of all subject areas in preparation for the implementation of the Australian Technology curriculum in 2018.
- Establish strong partnerships with feeder Kindergartens and Early Year's Centres to ensure smooth transition to schooling for all prep students.
- Further enhancement of the school-wide system of coaching, observation and feedback to support the professional learning and capability development of all staff.
- Teaching staff to further develop their capacity to support students to undertake higher order thinking and complex applications of knowledge across the Prep to Year 6 curriculum.

## 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 6 |

#### Student enrolments for this school:

|              | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| <b>2014</b>  | 959   | 436   | 523  | 235        | 93%                              |
| <b>2015*</b> | 915   | 414   | 501  | 215        | 93%                              |
| <b>2016</b>  | 840   | 389   | 451  | 181        | 92%                              |

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

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

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

| AVERAGE CLASS SIZES |      |       |      |
|---------------------|------|-------|------|
| Phase               | 2014 | 2015* | 2016 |
| Prep – Year 3       | 23   | 20    | 19   |
| Year 4 – Year 7     | 26   | 25    | 23   |

\*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

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  
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.
- School Musical.
- 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 2016.
- Annual Readers' Cup .

- NAIDOC Day commemoration activities.
- University of NSW ICAS Competition participation (Mathematics, English, Spelling, Writing, Computer Skills, Science).
- Whitfield State School Student Leadership Program including participation in – leadership camps, student leadership conferences and Whitfield State School Student Council.

### **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

### Parent opinion survey

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that:  | 2014 | 2015 | 2016 |
| their child is getting a good education at school (S2016)  | 96%  | 96%  | 98%  |
| this is a good school (S2035)  | 94%  | 100% | 98%  |
| their child likes being at this school* (S2001)  | 96%  | 96%  | 92%  |
| their child feels safe at this school* (S2002)   | 97%  | 100% | 98%  |
| their child's learning needs are being met at this school* (S2003)                                     | 93%  | 96%  | 96%  |
| their child is making good progress at this school* (S2004)  | 90%  | 96%  | 92%  |
| teachers at this school expect their child to do his or her best* (S2005)                              | 99%  | 100% | 98%  |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 94%  | 100% | 82%  |
| teachers at this school motivate their child to learn* (S2007)   | 93%  | 93%  | 96%  |
| teachers at this school treat students fairly* (S2008)   | 93%  | 96%  | 90%  |
| they can talk to their child's teachers about their concerns* (S2009)                                  | 97%  | 100% | 94%  |
| this school works with them to support their child's learning* (S2010)                                 | 94%  | 96%  | 92%  |
| this school takes parents' opinions seriously* (S2011)   | 91%  | 96%  | 91%  |
| student behaviour is well managed at this school* (S2012)  | 86%  | 85%  | 93%  |
| this school looks for ways to improve* (S2013)   | 97%  | 96%  | 100% |
| this school is well maintained* (S2014)  | 92%  | 96%  | 92%  |

### Student opinion survey

| Performance measure   |      |      |      |
|---|------|------|------|
| Percentage of students who agree# that:   | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048)                               | 96%  | 99%  | 99%  |
| they like being at their school* (S2036)  | 93%  | 98%  | 98%  |
| they feel safe at their school* (S2037)   | 93%  | 98%  | 96%  |
| their teachers motivate them to learn* (S2038)                                    | 97%  | 99%  | 100% |
| their teachers expect them to do their best* (S2039)                              | 100% | 100% | 99%  |
| their teachers provide them with useful feedback about their school work* (S2040) | 94%  | 95%  | 94%  |
| teachers treat students fairly at their school* (S2041)                           | 92%  | 95%  | 93%  |
| they can talk to their teachers about their concerns* (S2042)                     | 88%  | 89%  | 90%  |
| their school takes students' opinions seriously* (S2043)                          | 93%  | 88%  | 96%  |
| student behaviour is well managed at their school* (S2044)                        | 76%  | 83%  | 92%  |
| their school looks for ways to improve* (S2045)                                   | 96%  | 98%  | 98%  |
| their school is well maintained* (S2046)  | 91%  | 96%  | 95%  |
| their school gives them opportunities to do interesting things* (S2047)           | 95%  | 96%  | 97%  |

## Staff opinion survey

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree# that:  | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069)   | 94%  | 95%  | 92%  |
| they feel that their school is a safe place in which to work (S2070)   | 92%  | 95%  | 92%  |
| they receive useful feedback about their work at their school (S2071)  | 89%  | 81%  | 92%  |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 84%  | 93%  | 93%  |
| students are encouraged to do their best at their school (S2072)   | 97%  | 98%  | 90%  |
| students are treated fairly at their school (S2073)  | 84%  | 93%  | 92%  |
| student behaviour is well managed at their school (S2074)  | 59%  | 73%  | 92%  |
| staff are well supported at their school (S2075)   | 77%  | 76%  | 83%  |
| their school takes staff opinions seriously (S2076)  | 77%  | 80%  | 89%  |
| their school looks for ways to improve (S2077)   | 97%  | 100% | 98%  |
| their school is well maintained (S2078)  | 97%  | 88%  | 90%  |
| their school gives them opportunities to do interesting things (S2079)   | 81%  | 85%  | 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.

## 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 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

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 | 86    | 58     | 19   |
| Long Suspensions – 6 to 20 days | 2     | 5      | 0    |
| Exclusions                      | 0     | 1      | 0    |
| Cancellations of Enrolment      | 0     | 0      | 0    |

\* 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

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.

| ENVIRONMENTAL FOOTPRINT INDICATORS |                 |          |
|------------------------------------|-----------------|----------|
| Years                              | Electricity kWh | Water kL |
| 2013-2014                          | 406,148         | 5,113    |
| 2014-2015                          | 451,340         | 26,439   |
| 2015-2016                          | 299,320         | 1,939    |

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

GO

Sector:

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SEARCH

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

| 2016 WORKFORCE COMPOSITION |                |                    |                  |
|----------------------------|----------------|--------------------|------------------|
| Description                | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts                 | 70             | 39                 | 7                |
| Full-time Equivalent       | 63             | 24                 | 5                |

#### Qualification of all teachers

| TEACHER* QUALIFICATIONS        |   |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate                      | 1   |
| Masters                        | 7   |
| Graduate Diploma etc.**        | 10  |
| Bachelor degree                | 42  |
| Diploma                        | 7   |
| Certificate                    | 3   |

\*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 \$ 160 163.

The major professional development initiatives are as follows:

- Gifted Education training;
- 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 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. | 96%  | 95%  | 95%  |

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

From the end of the previous school year, 83% 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%  | 93%  | 93%  |
| The attendance rate for Indigenous students at this school (shown as a percentage).   | 87%  | 88%  | 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 Primary schools was 93%.

| 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   | 91%  | 93%    | 91%    | 95%    | 94%    | 92%    | 92%    | 93%    |        |        |         |         |         |
| 2015   | 94%  | 92%    | 93%    | 92%    | 93%    | 92%    | 93%    |        |        |        |         |         |         |
| 2016   | 92%  | 93%    | 94%    | 94%    | 93%    | 94%    | 94%    |        |        |        |         |         |         |

\*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.

### 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.

- 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.

Our school also uses positive strategies for encouraging high levels of school attendance including recognition on assemblies for individual students who demonstrate 100% attendance each term.

## 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.

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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.