



White Rock State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



Contact Information

Postal address:	PO Box 14009 Mount Sheridan 4868
Phone:	(07) 4036 8888
Fax:	(07) 4036 8800
Email:	principal@whiterockss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Belinda Everett

School Overview

White Rock State School was established in 1988 to cater for the rapidly-expanding population in the southern corridor of Cairns. The school provides children of compulsory school age access to state educational opportunities from Preparatory (Prep) Year to Year Six. White Rock State School services the urban residential areas of Mt Sheridan and White Rock. The current enrolment is around 530 with enrolment numbers gradually increasing by approximately 3% annually.

White Rock State School's grounds are large and attractive with large grassed areas and shady trees around the built environment. The school has a senior and junior playground and a large oval adjacent to the main school area. All teaching blocks are air-conditioned.

The student population reflects the social and cultural diversity of the community. Around 45% of our enrolment is of Aboriginal and/or Torres Strait Islander descent. We also have students from a variety of national backgrounds including Chinese, Cook Islander, Czech, Egyptian, Hmong, Indonesian, Italian, Japanese, Maori, Papua New Guinean, Russian, Samoan and Thai. Approximately 18% of our students are from homes that speak a language other than English.

There is a wide range of student abilities and needs that the staff and the school community support. Approximately 30% of students are receiving some form of intervention or assistance with their learning. These characteristics of the student population are vital keys in the development of programs and services at our school.

Principal's Foreword

Introduction

This school annual report provides a concise picture of White Rock State School in terms of the school and staff profile, curriculum offerings and social climate. The report also includes a snapshot of student performance through a summary of NAPLAN results, and an overview of school community satisfaction using data from school opinion surveys.

School Progress towards its goals in 2016

With the prior year placing great emphasis on academic consolidation, 2016 reaffirmed White Rock State School's high performance culture. In terms of NAPLAN, the school performed well continuing its growth trend of the past 4 years.

With targeted expenditure of the Investing for Success (I4S) initiative, White Rock State School continued to build teacher capacity through professional development and adhering to an identified narrow and focussed improvement agenda. Key strategies of previous years focusing on improving reading outcomes for students in P-2 were expanded into middle and upper year levels. The strategies proved effective with all targets being achieved by the end of the year.

Through school opinion surveys our students, parents and staff reveal that they are very satisfied with many aspects of school life, particularly in the areas of student outcomes, curriculum, school climate, learning climate and student behaviour.

The following key initiatives as outlined in the school's Annual Implementation Plan were successfully implemented:

1. The continued refinement and implementation of the school's explicit instruction and consolidation models including the continued development of staff capabilities in explicit teaching through regular coaching and feedback sessions and the provision of timely and applicable professional development.
2. The continued refinement of 'Warm-Ups' to consolidate student learning and to move knowledge from short to long term memory.
3. Build class teacher capacity to explicitly deliver rigorous, differentiated programmes.
4. Investing in significant human resources to employ teacher aides in P-2 to support intervention and enrichment programmes.
5. Implementing the strategies of the 'Investing for Schools' initiative with a focus on improving reading in years P-2.
6. Improving writing through the delivery of high quality, explicit, differentiated writing instruction.
7. Improve parents' understanding about the need to have their child enrolled in Prep to Year 6 prior to the commencement of the school year.
8. Maintain a positive school environment with proactive strategies through the employment of a Positive School Support Manager.
9. Improve school attendance rate through the employment of a designated Attendance and Liaison Officer.

Future Outlook

The key Priorities for 2017 include:

1. The continued refinement and implementation of the school's explicit instruction and consolidation models, including the development and use of vignette's to highlight best practice.
2. Continue to take part in the region's John Fleming initiative to improve school wide explicit teaching practices.
3. Continued enhancement of the current P-3 and years 4 – 6 reading programs.
4. Continue to use "Investing for Success" funding to implement reading intervention programs in the lower school.
5. Continue to use "Investing for Success" to support the employment of a full time Master teacher.
6. Improve the school writing program by developing a daily writing model 'Writing Warm-up' which focusses on improving sentence and vocabulary development.
7. Develop teacher capacity to deliver high quality differentiated mathematics instruction including the development of 'self-talk' for effectively completing algorithms and commence the review of the school's Mathematics Program with a view to enhancing mathematics assessment.
8. Develop strengthened partnerships with Kindergartens and Childcare providers to support successful transition into Prep.
9. Continue to use "Investing for Success" funding to employ a school Attendance and Liaison Officer to assist in improving attendance rates in the school.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	489	253	236	236	89%
2015*	492	252	240	222	90%
2016	522	252	270	234	90%

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

Students at White Rock State School are drawn from the suburbs of White Rock and Mt Sheridan. Due to increasing enrolments the school now has an Enrolment Management Plan in place and a defined catchment area. The students are mostly enrolled in single class cohorts with approximately an even number of boys and girls in each. Enrolment numbers dictated composite classes in three year levels was necessary. 45% of our students are from indigenous backgrounds. Most of these identify as having some form of Aboriginal English or Torres Strait Creole as a home language. The small percentage of students with Special Needs (approx. 6%) are fully integrated into mainstream classes and supported by the school's Special Education staff. Enrolment at the school has gradually increased over the past few years. Currently 59% of our students are enrolled in Prep – year 3. Approximately 76% of our students exiting the school on the completion of their primary years continue their education at Bentley Park College and Woree State High School. The remainder enrolled in public and private schools in the Cairns area.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	26	23
Year 4 – Year 7	26	24	27
Year 8 – Year 10			
Year 11 – Year 12			

*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

- White Rock State School has highly structured reading programs for P-3 and 4-6. These programs focus on the explicit teaching of phonemic awareness, phonics, fluency, vocabulary and comprehension.
- Explicit Instruction is the key pedagogy used to teach vocabulary, grammar and punctuation to enhance student writing.
- Numeracy teaching is based around a structured mathematics program with emphasis placed on the development of mental computation skills, number sense and place value. Core mathematical skills and concepts are taught using Explicit Instruction.
- Many curriculum areas feature “Warm Ups”. These fast-paced consolidation episodes occur at the commencement of a teaching block or before individual explicit lessons. They are structured in such a way as to move student knowledge from short term to long term memory and to develop automaticity in the recall of concepts and facts.
- The school has a collaborative approach to the planning of curriculum. Teachers in the same year level design and plan units of work and assessment tasks collaboratively to ensure consistency of concepts and content covered, and to better facilitate moderation of student work against agreed standards of the Australian Curriculum.

Co-curricular Activities

- The school's classroom music program is complemented by the Instrumental Music program (woodwind and strings) for students in years 4-6.
- The school choir performs at various school events and competed at the Regional Eisteddfod.
- Supporting the significant indigenous population at the school, a cultural dance program is offered once per week after school.
- A variety of other physical activities (e.g. futsal, zumba, cricket, Hip Hop, basketball) are also offered one afternoon per week in the school's Active Afterschool program.
- Each year the gardening group, plant, tend and harvest a variety of vegetables and herbs which are sold to the school community each Thursday afternoon. The children learn to budget and plan for the next 'planting'.
- Years 5 & 6 participate in an annual School Camp program. The Year 6 cohort participate in a leadership camp at Tinaroo Environmental Education Centre. This camp is supported by a one day leadership program offered to all Year 6's at the commencement of the school year. Holloways Beach Environmental Centre hosts this day. The Year 5 students travel to Daradgee for their annual camp.
- Each year students from Year 4-6 are selected to participate in the Opti-MINDS competition.
- Each year White Rock State School participates in the Cairns Post Spelling Bee.
- The school also has an effective Student Council consisting of ten year 5 & 6 councillors who assist with parade and other activities at the school. Their role is to set a good example for the other students in the school and support the year five and six teachers with student forums and meetings.
- Each Tuesday, Wednesday, and Thursday the school, in conjunction with Rock Impact Group Inc., provides a healthy breakfast for all members of the school community. These offerings are well supported by the children who enjoy scrambled eggs on toast, fresh fruit, a glass of milk and toast and spreads.

How Information and Communication Technologies are used to Assist Learning

A strong emphasis is placed on the use of computers and related technologies to enhance learning. ICTs are integrated into various key learning areas across the school. All classrooms are fully networked and over 120 computers are located in classrooms and other locations throughout the school. The library houses a bank of 16 laptops available for student use. The Year 5 and 6 blocks each contain 10 laptops to support student learning. A computer laboratory, housing 28 networked computers is also available for student use both in class, at lunch times and is used for after school extension programs. 12 iPads are available for use by students in the Special Needs Unit. Students also have access to digital cameras and other peripherals.

All classrooms and the library are equipped with Interactive White Boards as a prime teaching and learning tool. The school hall and conference room both have audio-visual systems. ICT professional development has centred on enhancing staff skills in the use of this engaging technology.

Social Climate

Overview

White Rock State School uses the Positive Behaviour for Learning framework to guide the development of the school's Responsible Behaviour plan and how behaviours are taught and acknowledged and consequences applied. All members of the school community work by our school rules – BE A LEARNER; BE SAFE; BE RESPECTFUL.

Throughout the year, on a daily basis, the staff explicitly teach the children school appropriate behaviours which are then positively re-enforced through formal and informal acknowledgment systems both within the classroom and school wide. The school uses a scheduled program of weekly behaviour lessons which focus on specific expectations that fall under the three overarching school rules. These teaching units ensure that students in all year levels have a deep understanding of the school's behaviour expectations. More importantly, the units are designed to support students in their social-emotional development and to equip them with conflict resolution skills and strategies for responding to bullying and harassment. A behaviour reflection focus is held in the middle week of each term to allow students to monitor their own behaviour and to develop strategies to assist with improvement if necessary.

There is a strong focus on acknowledging those students who consistently choose to behave appropriately. Student of the Week certificates are awarded to students each week to acknowledge good work or socially appropriate behaviours. "Rock Star" certificates are given to those children who are caught doing the right thing in the playground. School opinion surveys indicate that the staff, parents and students feel children are fairly treated at the school.

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)	91%	96%	89%
this is a good school (S2035)	95%	96%	100%
their child likes being at this school* (S2001)	91%	96%	95%
their child feels safe at this school* (S2002)	91%	96%	95%
their child's learning needs are being met at this school* (S2003)	91%	96%	89%
their child is making good progress at this school* (S2004)	95%	100%	84%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	96%	89%
teachers at this school motivate their child to learn* (S2007)	100%	100%	89%
teachers at this school treat students fairly* (S2008)	95%	86%	89%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	95%
this school works with them to support their child's learning* (S2010)	91%	91%	89%
this school takes parents' opinions seriously* (S2011)	95%	95%	89%
student behaviour is well managed at this school* (S2012)	86%	95%	84%
this school looks for ways to improve* (S2013)	100%	95%	95%
this school is well maintained* (S2014)	100%	100%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	93%	90%
they like being at their school* (S2036)	97%	91%	89%
they feel safe at their school* (S2037)	96%	92%	91%
their teachers motivate them to learn* (S2038)	99%	96%	98%
their teachers expect them to do their best* (S2039)	98%	94%	98%
their teachers provide them with useful feedback about their school work* (S2040)	96%	94%	95%
teachers treat students fairly at their school* (S2041)	93%	85%	91%
they can talk to their teachers about their concerns* (S2042)	93%	92%	88%
their school takes students' opinions seriously* (S2043)	87%	87%	91%
student behaviour is well managed at their school* (S2044)	89%	89%	83%
their school looks for ways to improve* (S2045)	94%	95%	96%
their school is well maintained* (S2046)	86%	95%	91%
their school gives them opportunities to do interesting things* (S2047)	97%	93%	87%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	91%	92%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	78%	87%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	94%	100%	94%
staff are well supported at their school (S2075)	88%	95%	94%
their school takes staff opinions seriously (S2076)	87%	86%	87%
their school looks for ways to improve (S2077)	97%	100%	97%
their school is well maintained (S2078)	97%	95%	94%
their school gives them opportunities to do interesting things (S2079)	88%	83%	81%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents at White Rock State School are encouraged to engage in their child's education through various strategies including:

- Bi-annual Parent-Teacher interview sessions
- Open door classrooms- classrooms are open prior to the beginning of formal lessons and at the end of the school day to encourage parental interactions during student drop off and pick up
- Staff culture of contacting parents/carers to positively acknowledge or discuss concerns around academic, attendance, behavior or social/emotional areas
- Open whole school parade scheduled at the end of the school day to allow parents to attend, here the topical messages affecting the school and share in the positive acknowledgement of student successes at the school
- Parental consultation and participation in developing student specific plans e.g. Individual Behaviour Management Plans, Individual Curriculum Plans, Educational Support Plans

Parents are encouraged to become involved in the wider school community through:

- Involvement in structured classroom activities
- Tuckshop volunteer
- Accompanying students on excursions and camps
- Art activities
- Involvement in NAIDOC activities
- Assisting with Student Council activities
- As a member of the P&C association
- As a member of the Indigenous Parents in Partnership (IPIP) association
- Attending parent information forums – Prep Readiness Expo, How to listen to your child read, etc.
- Volunteering to assist with sports days and sporting teams
- Attending the school's "Coffee Club"
- Involvement in the school's Families as First Teachers program
- Volunteering or attending the school's annual Christmas Celebration

Respectful relationships programs

The school has employed additional teachers to implemented programs such as the Talk About that develop students' knowledge and skills to be able to resolve conflicts and recognise, react and report when they, or others, are unsafe. The school also engages with various external agencies such as Life Education, Mission Australia and Relationship Australia to deliver programs that focus on appropriate, respectful and healthy relationships.

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	55	34	82
Long Suspensions – 6 to 20 days	1	0	1
Exclusions	1	0	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

Units with an environmental focus have been built into the school's curriculum in all year levels from 4 to 7. These units focus on ways students can reduce their environmental footprint both at home and at school. The school also has energy saving measures in place e.g. restricting the use of air-conditioners, ensuring the lights and fans are turned off when not in use, rolling replacement of light fittings to energy saving LED lights.

Increases over the years below are indicative of increased staff and student population.
Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	186,300	1,061
2014-2015	205,228	1,440
2015-2016	206,370	1,749

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

School Funding

School income broken down by funding source

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

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

Find a school

Sector:
 Government
 Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	39	28	6
Full-time Equivalent	35	19	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	3
Bachelor degree	23
Diploma	10
Certificate	0

*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 \$30 330.93

The major professional development initiatives are as follows:

Priorities:

1. Continue to advance the Fleming Agenda – Explicit Teaching
2. Build teacher/staff capacity
3. Improve the teaching of spelling in all classrooms
4. Build the leadership capacity of the Principal/ Leadership team
5. Expand and improve the coaching component of staff supervision.
6. Improve the teaching of reading and comprehension.

Main Activities:

- Explicit Teaching – Anita Archer
- The Teaching of Comprehension – Alison Davis
- QS-IL initiative
- Explicit teaching modules – Delivered by regional coaches.
- Beginning Teachers' workshop
- John Fleming workshops
- Training workshops – ancillary staff
- Training workshops – administration staff

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%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% 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).	90%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	89%	88%

*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%.

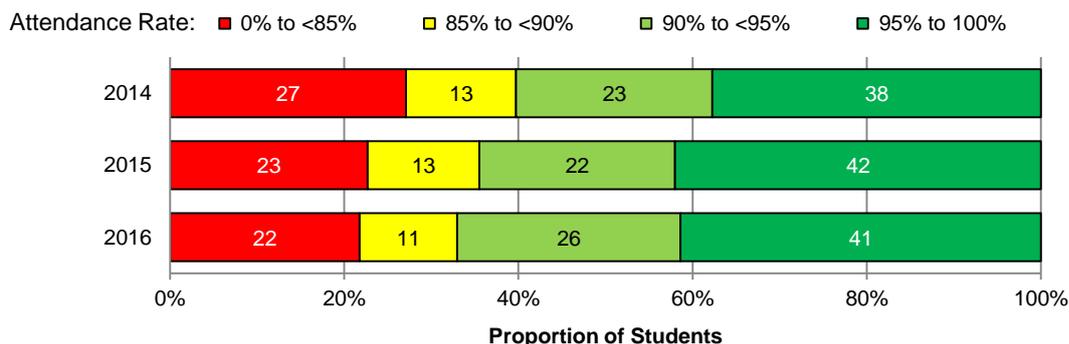
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	89%	89%	90%	91%	91%	87%	90%	93%					
2015	90%	90%	90%	92%	91%	93%	91%						
2016	91%	90%	91%	92%	93%	92%	92%						

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

Rolls are marked twice daily at the commencement of the school day and after the commencement of the second recess. If a student is absent without a provided reason the attendance officer makes contact during the school day with that student's parent/guardian to ascertain a reason for his/her absence.

For persistent non-attendance a school procedure is in place. This involves follow up being carried out by: 1. Two liaison officers who may make a home visit or phone contact with the family and 2: The school administration. The final level of intervention is provided by the school administration.

The school also has a system for rewarding those students who attend regularly. End-of-term prizes are awarded to those students and their families who have achieved 100% attendance for the 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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Suburb, town or postcode

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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.