



# Waterford West 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



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Contact Person:	Principal – Allison McClean

## School Overview

Waterford West State School is committed to providing high quality inclusive education for all students. Parents and teachers are committed to working in partnership to provide a supportive school environment to achieve our school motto 'Learning for Life'. Through the process of explicit instruction our school is committed to create a climate that enhances every child's belief in themselves to be lifelong learners and active members of society. We are constantly striving to further develop our vision and set future directions to achieve our school specific goals. Our educational community is committed to exploring initiatives and creating opportunities and institutional links for improved teaching and learning outcomes for students and staff across Prep to Year 6.

Waterford West State School, aims to provide our nearly 700 students from Prep-6 with the tools to be lifelong learners by providing:

- \* Programs to facilitate our students learning, for example, S.E.P (Special Education Program), reading intervention and extension programs.
- \* Specialist teachers, who include; a guidance officer, music specialist, physical education teacher, cultural studies teacher, art specialist, speech language pathologist and many other visiting teachers.
- \* School facilities, which include; a hall, oval, computer lab, and interactive whiteboards in every classroom.

Waterford West State School has a proud tradition of providing quality learning experiences for all students. As winners and state finalists in the State Showcase Awards for Excellence in Education on two occasions over the last several years, we have much to offer students of all ability levels. We have won first prize in the Regional Showcase Awards on three occasions - for excellence in Community Partnerships twice and for Excellence in Middle Schooling on one occasion. We have been State Award finalists on two occasions and State Winners once. We also won the 2013 Queensland Reconciliation Awards for our work with our Indigenous community.

We have many valued community partnerships including strong ties to Griffith University through the 'Launch into Life at Logan' project aimed at improving outcomes for our year 5 and 6 students. We have developed a new partnership with ARTIE (Achieving Results Through Indigenous Education) aimed at Closing the Gap and improving academic and attendance outcomes for our Indigenous students.

We value all of our students and create an environment based on tolerance and understanding with respect for all cultures. We promote positive relationships with our parents and care-givers and believe we are partners in the successful learning of our students. We are very proud to be recognised as a Tier 3 PBL (Positive Behaviour for Learning) school which is integral in providing calm and learning focussed classrooms. At Waterford West State School we really are 'Learning for Life'.

## Principal's Forward

### Introduction

During the past year, Waterford West State School has continued to work towards its goal of improving students reading and attendance rates. We continued our focus on reading and reading comprehension with the appointment of extra teacher-aides so that teacher-aides could deliver a reading program based on small group and individual support for readers reading below their chronological age. In addition, we have built an intensive program to deliver strong results in the upper two bands in NAPLAN numeracy through accessing on-line programs.

To ensure that our school has a positive school climate, and that all students are given the best opportunity to learn, the continued implementation of School Wide Positive Behaviour Support and the targeted implementation of a social skills program support our continuous improvements in behaviour and learning attitude. Waterford West has continued to provide results that demonstrate that our Indigenous students have equal opportunity to achieve academically and are supported culturally.

Enrolment is reasonably stable with the school continuing to increase enrolments annually. A rich mix of cultural characteristics, socio-economic backgrounds and ability levels has meant that our school offers a very wide range of targeted programs. We deliver a number of welfare initiatives that flag a holistic approach towards student development including free lunch time programs, a breakfast program and a daily fruit break. A part time Chaplain also supports target groups to achieve to the best of their ability. All students, whatever their needs, interests and ability levels, are catered for.

### School Progress towards its goals in 2016

1	Develop a consistent approach to the teaching and assessment of reading	Completed and ongoing
2	Close the gap between our indigenous and non-indigenous students	Ongoing
3	Implement Professional Learning Teams with a focus on the Big 6 of	Completed



	reading	
4	Development of a shared responsibility through a school document outlining responsibilities at all levels	Completed
5	To educate the community regarding the importance of frequent and consistent attendance	Completed and ongoing
6	Employment of an attendance and engagement officer to work with staff and the community	Completed

## Future Outlook

# Explicit Improvement Agenda

## Reading

By the end of 2017, greater than 80% of students will achieve a C standard in reading, with:

- greater than 20% of Year 3 students in U2B, and
- greater than 92% of Year 3 students meeting NMS.

## Attendance

By the end 2017, overall school attendance will be above 93%, with:

- less than 16% of students with 85% or below attendance.



# 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
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	644	277	367	80	92%
<b>2015*</b>	616	271	345	68	88%
<b>2016</b>	638	282	356	60	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

Waterford West is a band 9 state co-education school located in the South East Region. It serves the immediate community of Waterford West and its adjoining suburbs of Marsden, Loganlea and Waterford in southern Logan City.

The school was established in 1976, is situated on 6.8 hectares of land, with ovals, basketball/netball/tennis multipurpose court and two adventure playgrounds. Permanent buildings house double teaching spaces and the construction of a hall and resource room and computer lab has enhanced the school. Features of our school include garden areas of predominantly native plants, covered walkways and covered outdoor learning areas. Indigenous representations are in the outside areas in painted poles and murals.

The school encourages school excursions that enhance the learning experiences of the students and their life experiences. Excursions are generally within the Brisbane and Gold Coast areas but there are no excursions abroad.

Students come from a diverse range of backgrounds and cultures and religions. This is representative of the broader local community since most of our children live in the immediate area or close by. The number of Indigenous students varies between 12% and 16% each year, and there are more than 23 cultures represented. We value the richness of this diversity and have a number of students for whom English is a second language.

The school is surrounded by a mix of urban public housing, housing estates and unit dwellings. The majority of our students come from these homes. We have a number of second generation students. Many students walk or ride bicycles to school and others come by bus or private transport. The majority of our students transition from Waterford West State School to Loganlea SHS, Marsden SHS and Kingston College.

Of students who leave the school prior to finishing year 6 the predominant reason is because of relocation. Students with disabilities are catered for with programs delivered individually or integrated into the mainstream program by special education teachers supported by teacher aides. We have a number of students who receive support from an ESL teacher.

## 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	23	23
Year 4 – Year 7	24	26	26
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

Our school focuses on Explicit Instruction as its primary mode of curriculum delivery.

Staff plan units of work collaboratively with the HOC based on the Australian Curriculum

All units of work indicate differentiated learning and cultural inclusivity.

Information and communication technologies are evidenced across the curriculum.

Computers are available in classrooms for rotational activities and a computer laboratory is available for whole class work. 10 banks of 6 laptops are available for classroom borrowing.

Interactive white boards are used to enhance teaching and learning.

Yugambeh Language is offered as our LOTE from Prep – Year 6.

Our school implements an extensive Prep-readiness program in which an average of 50 kindergarten children participate in weekly sessions (Semester 2) at our school run by our prep staff. This program is accessed by a number of our local Early Childhood centers as well as families who meet our enrolment management criteria.

### Co-curricular Activities

Choir is available to students and at various times they may compete or perform outside the school.

School choir sings the National Anthem in Yugambeh at various assemblies throughout the year and at functions outside the school.

We have an indigenous dance troop that performs at various school and community events.

Students have the opportunity to play sports such as AFL, rugby league, soccer, netball, basketball and touch football. These sports are offered at various times of the year.

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

We have a bank of 24 computers in the Technology Laboratory, supplemented with 6 laptops whole class instruction and learning experiences can take place. Laptops and iPads provide access to apps to support literacy and numeracy learning.

Individual classrooms have access to laptop computers to offer technological learning experiences when combined with other rotational activities

All classrooms have Smart boards and this enables ready access to special programs to enhance learning.

## Social Climate

### Overview

#### Social Climate

The student population combines a rich blend of socio-economic and culturally diverse elements. Approx. 12% of students are Aboriginal and/or Torres Strait Islander.



The school benefits from a high level of commitment from administration, staff and support personnel.

Stakeholders of Waterford West State School have developed an extensive network to provide positive learning support to our students through a Behaviour Teacher, Teacher Aides, individualised programs, Guidance Officer, support for students in the care of the Department of Child Safety and ESL (Education as a Second Language) support. We also have a part time attendance and engagement officer employed at the school to support our student's attendance.

The Peace Room continues to operate. The Peace Room operates from 9:00am and is open all day and managed by a behaviour teacher supporting students with behavioural needs by developing the skills of students who are not following the Responsible Behaviour Plan.

The school has a clear set of consequences for anti-social behaviour and behaviour incidents are dealt with in most cases within 24 hours.

Our school enjoys successful partnerships with families as indicated by the percentages of parents satisfied that their child is getting a good education at school, that this is a good school and that their child feels safe at our school. 100% of parents also indicated that this school work's with them to support their child's learning.

## 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)	85%	100%	95%
this is a good school (S2035)	85%	100%	89%
their child likes being at this school* (S2001)	90%	96%	95%
their child feels safe at this school* (S2002)	85%	100%	95%
their child's learning needs are being met at this school* (S2003)	80%	96%	85%
their child is making good progress at this school* (S2004)	85%	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)	85%	96%	80%
teachers at this school motivate their child to learn* (S2007)	84%	96%	90%
teachers at this school treat students fairly* (S2008)	85%	88%	85%
they can talk to their child's teachers about their concerns* (S2009)	80%	92%	100%
this school works with them to support their child's learning* (S2010)	90%	100%	85%
this school takes parents' opinions seriously* (S2011)	85%	91%	89%
student behaviour is well managed at this school* (S2012)	75%	96%	82%
this school looks for ways to improve* (S2013)	95%	96%	89%
this school is well maintained* (S2014)	90%	96%	95%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	95%	97%
they like being at their school* (S2036)	93%	92%	99%
they feel safe at their school* (S2037)	94%	92%	95%
their teachers motivate them to learn* (S2038)	98%	95%	96%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
their teachers expect them to do their best* (S2039)	99%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93%	95%	94%
teachers treat students fairly at their school* (S2041)	89%	91%	90%
they can talk to their teachers about their concerns* (S2042)	85%	84%	89%
their school takes students' opinions seriously* (S2043)	88%	95%	91%
student behaviour is well managed at their school* (S2044)	85%	89%	92%
their school looks for ways to improve* (S2045)	94%	98%	96%
their school is well maintained* (S2046)	92%	90%	97%
their school gives them opportunities to do interesting things* (S2047)	96%	94%	97%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	97%	98%
they feel that their school is a safe place in which to work (S2070)	98%	97%	98%
they receive useful feedback about their work at their school (S2071)	91%	91%	74%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	85%	89%
students are encouraged to do their best at their school (S2072)	98%	97%	95%
students are treated fairly at their school (S2073)	98%	97%	95%
student behaviour is well managed at their school (S2074)	100%	100%	93%
staff are well supported at their school (S2075)	98%	94%	81%
their school takes staff opinions seriously (S2076)	96%	88%	81%
their school looks for ways to improve (S2077)	98%	94%	98%
their school is well maintained (S2078)	94%	97%	88%
their school gives them opportunities to do interesting things (S2079)	93%	94%	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.

### Parent and community engagement

Our school works hard to ensure effective partnerships are developed with our families. There are multiple means of communication including:

Site-based education sessions for parents e.g. Read and Feed sessions

School newsletter/website/facebook – includes the use of children's work and photos

Weekly Assemblies to celebrate achievements where parents are invited

Parent/teacher/child reporting each semester

Communication books for some students on an needs basis

Parents and Citizens Association Committee monthly

Parents encouraged as classroom /tuckshop/library helpers

Sports Days with parental support encouraged

Large board on main roads for advertising events/achievements to community

Principal's assembly monthly – parents welcome

Celebrations of special events (NAIDOC, Under Eights Week, Education Week etc)

Student individual Behaviour Plans involve/encourage parent communication and co-design

Parent Handbook

Responsible Behaviour Plan Brochure

We also conduct formal parent/ teacher interviews in terms 1 and 3 and provide written reports in terms 2 and 4. Parents are welcome and are encouraged to make appointments at any time throughout the year to discuss their child's progress.

Parental consultation and engagement in the development of goals and plans is vital to ensure our students can access the curriculum at an appropriate level. Parents work in consultation with special education staff, the school's guidance officer, the behavior teacher as well as classroom teachers to ensure we are capturing the whole picture of the child and their developmental needs.

### Respectful relationships programs

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

Students are further supported in this area by focus groups run by the school Chaplain in negotiation with school staff and also through targeted programs run through our behavior teacher.

### 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	160	80	114
Long Suspensions – 6 to 20 days	10	0	1
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

Waterford West State School has continued to take advantage of the rainwater tanks on the premises, and ensure that in a period of increasing enrolments, that lights and fans are turned off when not in use, that paper is recycled and all maintenance issues are attended to promptly. We are also recycling cans and paper this year.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	181,925	1,185
2014-2015	162,722	699
2015-2016	189,366	270

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

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Suburb, town or postcode

Sector:

Government

Non-government

**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	49	31	<5
Full-time Equivalent	43	20	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Graduate Diploma etc.**	7

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	33
Diploma	1
Certificate	2

\*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 \$37804.

The major professional development initiatives are as follows:

Coaching

Guaranteed and viable curriculum

Speech Language

SWD

Mentoring

Peer learning and collegial engagement

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.	95%	95%	95%

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

From the end of the previous school year, 97% 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).	89%	90%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	85%	87%

\*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%.

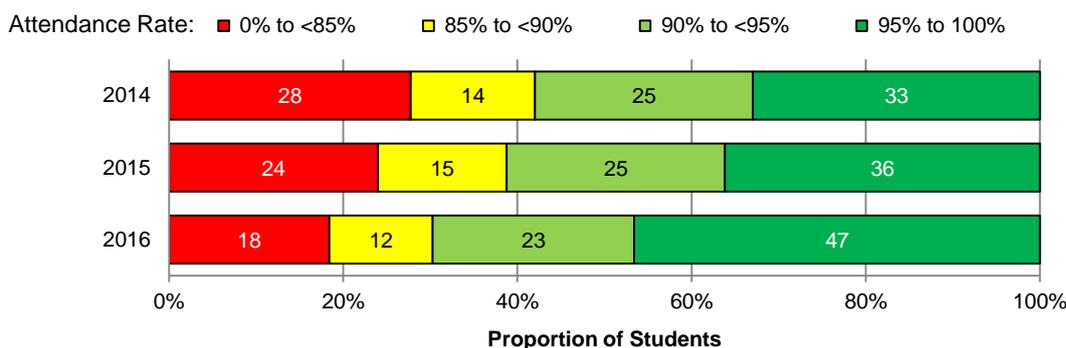
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	89%	89%	89%	90%	89%	89%	90%	89%					
2015	91%	89%	89%	91%	91%	90%	88%						
2016	92%	93%	92%	92%	90%	92%	91%						

\*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 before 9am and at 2pm using Oneschool electronic rolls. Students are required to provide written explanation of their absences immediately on their return or parents can contact the school via the telephone or email to advise of absences. Students who have 3 consecutive days absent are contacted by the attendance officer to ascertain expected return dates. Parents are contacted by phone to obtain information for absences so that absences may be entered on the data system as explained and all unexplained absences are followed up.

Letters are sent home according to Education Queensland policy for extended absences and follow-up phone calls and interviews are conducted by the Deputy Principal as required. Late arrivals and early departures are required to sign in and out at the office, and arrivals and departures outside the appropriate times are considered as half day absences. Home visits are conducted as necessary.

Reminders about starting and finishing time are regularly mentioned in the school newsletter and on the noticeboard on the boundary of the school.

We celebrate high attendance rates at the school through class rewards such as BBQ's for the highest attending classes each term. Classes receive ice blocks for 100% attendance for 2 consecutive days.

Assembly data is regularly shared with students at weekly assemblies.

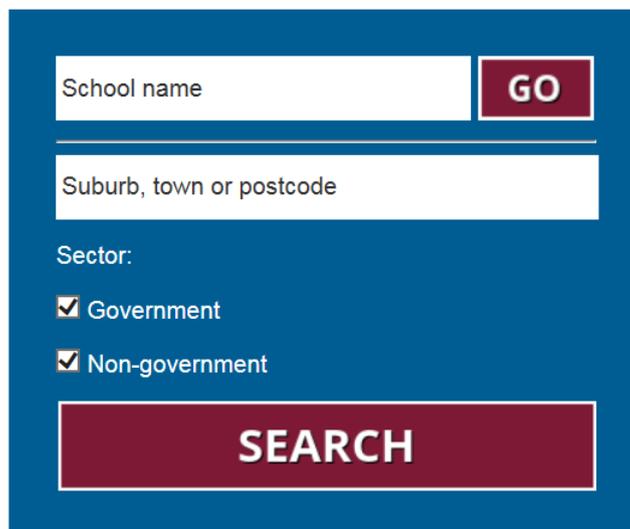
We are utilizing our school newsletter and Facebook and signs to inform the community of our attendance rate against our goal of 92%.

## NAPLAN

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

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

### Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

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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.