



Waterford West State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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!

School progress towards its goals in 2018

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 continued employment of intervention teacher-aides who delivered focus programs to small groups and individual support for readers achieving below their chronological age.

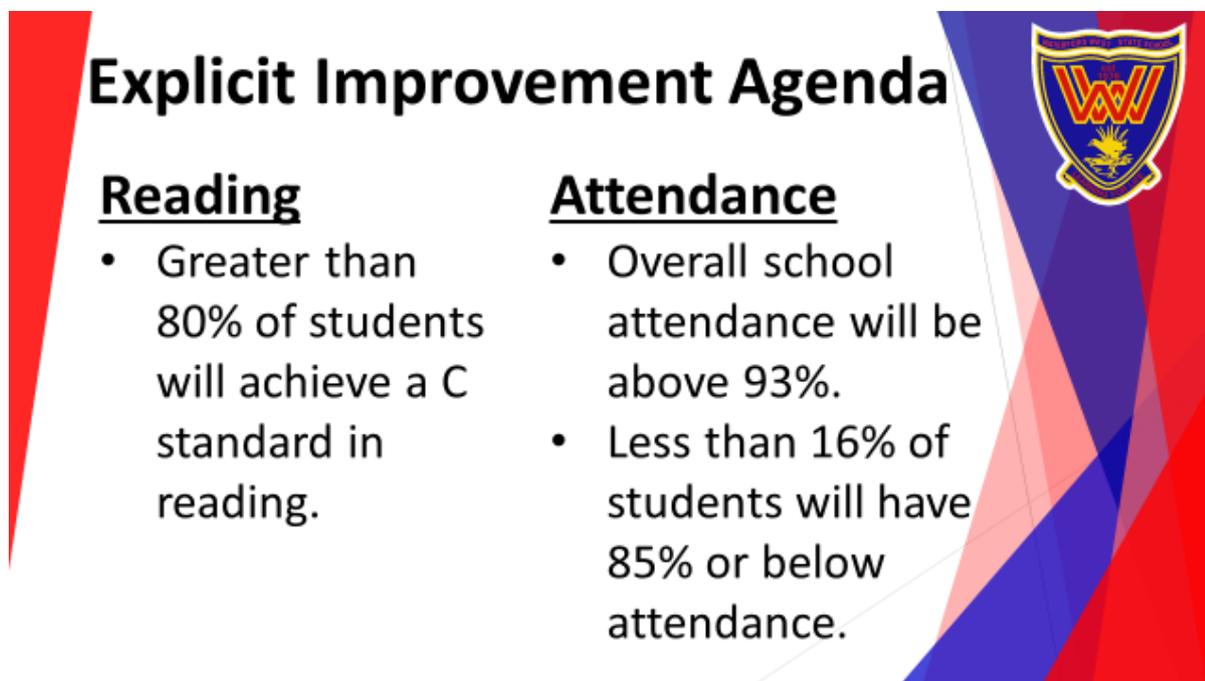
To ensure that our school has a positive school climate, and that all students are given the best opportunity to learn, the continued implementation of Positive Behaviour for Learning (PBL – previously SWPBS) to support our continuous improvements in behaviour and learning attitude. Waterford West has continued to provide results that demonstrate that our Indigenous students have equal opportunity to achieve academically and are supported culturally.

Enrolment is continuing in an upward motion each year. 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 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. We have also employed a Kids in Care teacher to further support our students identified as being in Out of Home Care.

Explicit Improvement Agenda for 2018 identified the following goals: Outcomes

1	Greater than 80% of students achieving a 'C' standard in reading	75.3%
2	Overall school attendance will be above 93%.	89.3%
3	Less than 16% of students will have 85% or below attendance	22%

Future outlook



Explicit Improvement Agenda

Reading

- Greater than 80% of students will achieve a C standard in reading.

Attendance

- Overall school attendance will be above 93%.
- Less than 16% of students will have 85% or below attendance.

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	638	670	674
Girls	282	311	311
Boys	356	359	363
Indigenous	60	73	76
Enrolment continuity (Feb. – Nov.)	92%	92%	91%

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

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 25 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 EAL/D teacher.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	22
Year 4 – Year 6	26	26	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

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 2 mobile computer labs are available for whole class work.

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 centres 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 performs at functions outside the school at various times of the year.

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 provide 2 mobile computer banks, supplemented with an additional laptops to ensure 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

Each learning space has a bank of iPads available for student use.

All classrooms have interactive boards or Apple TV's and this enables ready access to special programs to enhance learning

Social climate

Overview

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 EAL/D (English as an additional language/dialect) 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.

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)	95%	91%	90%
• this is a good school (S2035)	89%	88%	89%
• their child likes being at this school* (S2001)	95%	88%	90%
• their child feels safe at this school* (S2002)	95%	94%	90%
• their child's learning needs are being met at this school* (S2003)	85%	94%	91%
• their child is making good progress at this school* (S2004)	84%	94%	88%
• teachers at this school expect their child to do his or her best* (S2005)	95%	100%	88%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	88%	88%
• teachers at this school motivate their child to learn* (S2007)	90%	88%	90%
• teachers at this school treat students fairly* (S2008)	85%	79%	85%
• they can talk to their child's teachers about their concerns* (S2009)	100%	97%	92%
• this school works with them to support their child's learning* (S2010)	85%	94%	85%
• this school takes parents' opinions seriously* (S2011)	89%	88%	89%
• student behaviour is well managed at this school* (S2012)	82%	88%	92%
• this school looks for ways to improve* (S2013)	89%	91%	89%
• this school is well maintained* (S2014)	95%	91%	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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	95%	96%
• they like being at their school* (S2036)	99%	98%	95%
• they feel safe at their school* (S2037)	95%	93%	93%
• their teachers motivate them to learn* (S2038)	96%	97%	97%
• their teachers expect them to do their best* (S2039)	100%	99%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	93%	93%
• teachers treat students fairly at their school* (S2041)	90%	92%	91%
• they can talk to their teachers about their concerns* (S2042)	89%	92%	90%
• their school takes students' opinions seriously* (S2043)	91%	88%	94%
• student behaviour is well managed at their school* (S2044)	92%	88%	89%
• their school looks for ways to improve* (S2045)	96%	98%	96%
• their school is well maintained* (S2046)	97%	94%	96%
• their school gives them opportunities to do interesting things* (S2047)	97%	93%	91%

Percentage of students 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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	96%	89%
• they feel that their school is a safe place in which to work (S2070)	98%	98%	98%
• they receive useful feedback about their work at their school (S2071)	74%	85%	80%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	91%	93%
• students are encouraged to do their best at their school (S2072)	95%	100%	91%
• students are treated fairly at their school (S2073)	95%	96%	87%
• student behaviour is well managed at their school (S2074)	93%	100%	96%
• staff are well supported at their school (S2075)	81%	87%	74%
• their school takes staff opinions seriously (S2076)	81%	90%	67%
• their school looks for ways to improve (S2077)	98%	94%	80%
• their school is well maintained (S2078)	88%	90%	98%
• their school gives them opportunities to do interesting things (S2079)	86%	94%	76%

* 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 a 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 behaviour teacher as well as classroom teachers to ensure we are capturing the whole picture of the child and their developmental needs.

Respectful relationships education 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 behaviour teacher.

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	114	152	186
Long suspensions – 11 to 20 days	1	1	1
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

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 also have a small vegetable garden that our students maintain and then harvest for various activities.

In addition the school's Bush Tucker Garden was re-invigorated last year and is starting to produce various fruits.

Our school also has a hive of Native Bees.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	189,366	168,698	164,049
Water (kL)	270	793	1,279

Note:

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

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

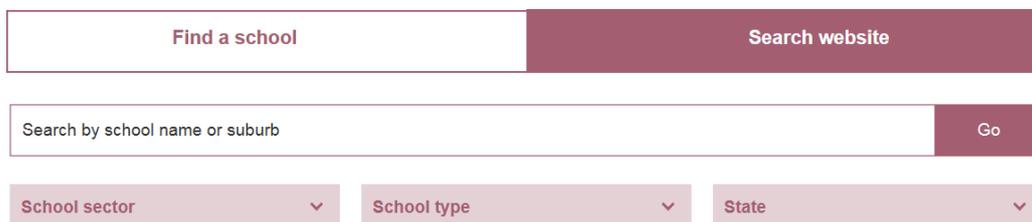
School funding

School income broken down by funding source

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

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



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



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



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	53	32	5
Full-time equivalents	49	22	<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	0
Masters	5
Graduate Diploma etc.*	7
Bachelor degree	34
Diploma	1
Certificate	2

*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 \$30326.79

The major professional development initiatives are as follows:

- Coaching
- Australian Curriculum
- Speech Language
- SWD
- Mentoring
- Peer learning and collegial engagement
- STEM

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%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% 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	92%	93%	90%
Attendance rate for Indigenous** students at this school	87%	86%	86%

* 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

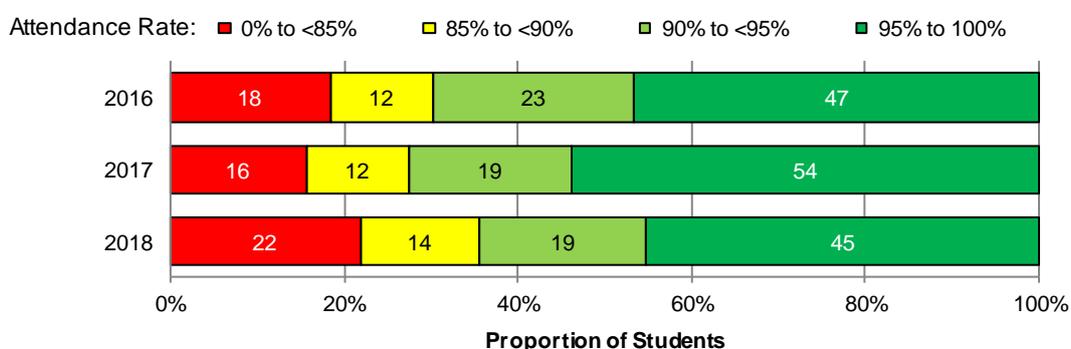
Year level	2016	2017	2018
Prep	92%	93%	90%
Year 1	93%	91%	91%
Year 2	92%	94%	91%
Year 3	92%	93%	92%
Year 4	90%	91%	89%
Year 5	92%	93%	88%
Year 6	91%	93%	90%

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.

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. Parents are contacted by text 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 Principals or 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.

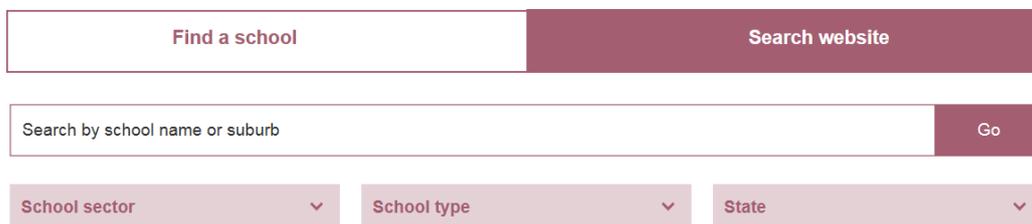
We are utilizing our school newsletter and Facebook and signs to inform the community of our attendance rate against our goal of 93%.

NAPLAN

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

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

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



View School Profile

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



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

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.